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INTRODUCTORY.

THIS volume was undertaken with a determination to make it as complete as circumstances would permit. We believe its well-stored pages will convince the reader that the determination has been steadily adhered to. If the work shall bring public educators more in sympathy together, stimulate educational efforts in one locality by showing what has been accomplished in another, and tend to bring about harmony and unity in the varied school systems at present existing in the country—the projector's anticipations will be happily realized.

It is noteworthy, but nevertheless true, that our people are less educated regarding educational matters than anything else. Information concerning the various modes of instruction in vogue, and concerning school legislation and school progress in the various States, has hitherto been extremely limited. There has been no organized effort to collect and collate school facts and statistics in such a manner as to give readers a comprehensive survey of what is being done educationally from year to year both in their own and other States. This the "Annual" proposes to do, beginning with the present issue.

Only those who have endeavored to obtain facts and figures from a variety of sources can appreciate the labors attending a work of this character—the difficulties in securing co-operation and accuracy. We have been fortunate in this respect, and here take occasion to thank the numerous friends who have rendered us aid and assistance.

The United States Commissioner of Education, and all the States and Territorial Superintendents of Instruction, with a single exception, have contributed to this volume. It may be said to be the work of their combined efforts, and as such it possesses additional value and importance.

General Eaton has kindly furnished us an advance copy of his forthcoming Department Report for 1874. We have reprinted from this, several tables of school statistics. Where they differ from our own it will be understood that they were compiled from reports of an earlier date. When not otherwise specified, the lists of institutions of learning are derived from the same source.

Considerable space is given to biographical sketches, which constitute an important feature of the work. We do this to enable readers to discover at a glance just what kind of men are placed in charge of the Educational interests of the respective States. The brief biographical sketches tell their own story, and aid one somewhat in forming an opinion as to the best means of securing such superintendents, whether by direct vote, appointment, or joint ballot of the Legislature.

We intend to make the next volume of the "Annual" still more comprehensive than the present, and to this end we respectfully solicit all information bearing upon the work.

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NATIONAL LAND-GRANTS IN BEHALF OF EDUCATION.

I. THE ACQUISITION OF TERRITORY.

THE territory belonging to the United States as a body politic has been acquired (1) by treaties with foreign nations, (2) by cessions from States, (3) by treaties with Indian tribes.

1. *Treaties.*

The treaties by which territory has been acquired are those of 1783 with Great Britain, of 1795 with Spain, of 1803 with France, of 1819 with Spain, of 1848 and 1853 with Mexico, of 1867 with Russia. In the same connection may be mentioned Texas, which was admitted to the Union in 1845, having previously been a portion of Mexico, and later, an independent republic.

2. *Cessions by States.*

Prior to 1781, only six of the original States had exactly defined boundaries. The seven States with inexact boundaries ceded their claims to lands west of their present limits, as follows: New York, 1781; Virginia, 1784; Massachusetts, 1785; Connecticut, 1786 (Later, in 1800, Connecticut relinquished to the United States all jurisdiction over the "Western Reserve," which had been excepted from the previous cession); South Carolina, 1787; North Carolina, 1790; Georgia, 1802. Besides these cessions by the original States, Texas, in 1850, ceded all her claims to lands west of the 26th meridian west longitude (103° Greenwich), and between 32° and 30° 30' north latitude.

3. *Treaties with Indians.*

The numerous treaties with Indian tribes located within the territorial jurisdiction of the United States have of course added nothing to the national area. But since these tribes have always been regarded and treated as being in some respects independent communities, the General Government has

in repeated instances purchased from them portions of territory, which then became public lands of the United States.

II. DISPOSITION OF TERRITORY.

With the general policy adopted by the Government in the disposition of its public lands thus acquired, we are not at present concerned. It is sufficient to observe that the Congress of the Confederation, on receiving its first cessions of territory from the States, declared, as a fundamental principle, that they were "to be disposed of for the common benefit of the United States;" and the principle thus early laid down has ever since, in theory at least, furnished an authoritative rule of action. On this theory something like two hundred million acres of land have been granted to individuals and corporations engaged in works of public improvement, supposed to be "for the common benefit;" and the laws relating to the settlement and occupation of the public lands have been uniformly framed and administered with a view to benefiting actual settlers, and, through them, the community, rather than increasing the revenue of the general Treasury.

But the Government very early, in accordance with what was then accepted as an almost unquestioned dictate of good policy, made generous donations of its lands for the support of public education, both elementary and higher.

The first ordinance for the government of the Northwest Territory, passed in 1785, and the more famous one of 1787, set apart "Section 16 of every township" for the maintenance of public schools; the latter act justifying itself by this memorable declaration: "*Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be for ever encouraged.*"

The States receiving the 16th section were: Ohio, Louisiana, Indiana, Mississippi, Illinois, Alabama, Maine, Missouri, Arkansas, Michigan, Florida, Iowa, Texas, Wisconsin. The States receiving the 16th and the 36th are California, Minnesota, Oregon, Kansas, Nevada.

This ordinance was renewed in 1789, after the adoption of the Constitution, and all the States admitted into the Union from the beginning of the century.

formation of a Territorial Government for Oregon, the 36th section was set apart for schools, in addition to the 16th; and the Territories organized and States admitted since that time have in like manner received these two sections instead of one. Besides these grants to the States at the time of their admission to the Union, sixteen States have received five hundred thousand acres each (Act of 1841), which some of them have added to their school fund; and fourteen have received, under the designation of "swamp lands" (Acts of 1849, 1850, and 1860), an aggregate of sixty-two million four hundred and twenty-eight thousand four hundred and thirteen acres, which has also, to some extent, been devoted to the same purpose.

The sixteen States receiving the five hundred thousand acres each are: Alabama, Arkansas, California, Florida, Illinois, Iowa, Kansas, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, Oregon, Wisconsin. The fourteen States receiving the sixty-two million acres are the same, with the exception of Kansas, Nebraska, Nevada, and Oregon, and with the addition of Indiana and Ohio.

The aggregate of lands thus granted amounts to about one hundred and forty million acres, which may, with substantial accuracy, be taken as a grant from the General Government to the several States for the support of common schools; and the Permanent School Fund of the eighteen States that have received lands under one or all of these grants reaches the considerable sum of \$43,866,787.55, an average of nearly two and a half millions each, the most of which is probably derived from that source.

It would be exceedingly interesting and instructive, did space allow, to quote some of the recorded opinions of the eminent men who devised and set in operation the governmental policy touching this important matter. These opinions are scattered in abundance, through public and private documents, and bear the names of Washington, Madison, Jefferson, and many others only less eminent than they. But we must content ourselves with a single quotation of this kind, being an extract from the report of a Committee of the United States House of Representatives, presented February 27, 1806, which well summarizes the views generally prevalent at that period, as well as before and long afterwards:

"Your Committee are of opinion," they say, [that] "it ought to be a primary object with the General Government to encourage and promote education in every part of the Union, so far as the same can be done consistent with the general policy of the nation, and so as not to infringe the municipal regulations that are or may be adopted by the respective State authorities on this subject. * * * * * * * The National Legislature has, by several of its acts on former occasions, evinced, in the strongest manner, its disposition to afford the means of establishing and fostering, with a liberal hand, such public institutions."

Nor was the fostering care of the Government restricted to the common schools. The men who laid the foundations of our institutions were not guilty of the absurdity of supposing that any system of elementary education, however excellent, could long thrive unless there were vitally joined with it as part of the same system, provisions for a broad and generous higher education. They believed, and acted upon the belief, that a Government established to "promote the public welfare," and so constructed as to reflect public opinion, might as wisely and legitimately bestow attention upon advanced education as upon primary; and they would have observed with incredulity, if with no stronger feeling, the painful efforts of those philosophers in our own day who labor to show that Government surely ought to promote instruction in "the three R's," and just as surely ought not to go a step further. They regarded higher and lower education as equally important, each in its own place, and equally worthy of the patronage and assistance of the General Government.

Accordingly, the ordinance of 1787, which has been already referred to, besides its provisions for schools, set apart "not more than two complete townships of land, to be given perpetually for the purposes of a University." The two townships thus designated for the support of a university have accordingly been given to every State that has been organized since the beginning of the present century; and Ohio was fortunate enough to receive three—one while a Territory, and two on being admitted to the Union. Florida and Wisconsin appear to have received four each. This was the extent of the aid rendered by the Government to higher education previous to

1862. The "University" lands thus donated amount to only one million one hundred and nineteen thousand four hundred and forty acres, and the benefit derived from them has been exceedingly small. In three or four States the fund has been so administered as to produce good results; but in most cases it has profited a small number of individuals rather than the entire community. The State of Ohio, for example, so disposed of her three townships that they now contribute only \$10,000 annually to the support of two "Universities," while the lands themselves have been rendered forever tax-free to the fortunate lessees.

It is a noteworthy circumstance, and, as the result has proved, a grave oversight, that the United States Government, until 1862, attached no conditions to its liberal grants.* In that year the Government may be said to have made a distinct and important advance in its method of donating lands for the support of education, by attaching a condition to its gifts. By the act then passed, as is well known, Congress appropriated to the several States thirty thousand acres of the public lands for each senator and representative in Congress; the amount accruing from the sale of such lands to be invested as a perpetual fund for the maintenance of at least one college in each State, where the principal object should be, "without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." This grant has been extended, by supplementary acts, so as to apply to States that were in rebellion when the original act was passed; and on this basis have been established the institutions which have come to be generally, but not very correctly, known as "Agricultural Colleges." A few of the States have not completed the establishment of these institutions, and in some others they have

* It would be more strictly accurate to say that the Government attached no "effective" conditions to its grants. By an Act of Congress, March 3, 1803, certain lands *were* given to the Legislature of the State of Ohio, "in trust for the use of Schools in that State." But no method was indicated by which the trust should be fulfilled, nor was any penalty provided against a violation of it. The same general condition was probably expressed in other grants.

not been long enough in operation to enable them to state results; but sufficient has been done to furnish the means of estimating their general working, and, especially, of answering the question how far they have fulfilled and are fulfilling the expectations of Congress in establishing them.

Some misapprehension has arisen upon this point, owing, apparently, to a failure to notice the terms of the law, in which the design of the institutions is expressed. A moment's observation will show that the words of the act, as quoted in the preceding paragraph, are the statement of a comprehensive scheme for promoting the advanced education of the people. The broad purpose is to provide for the "liberal" as well as "practical education of the industrial classes;" and that not in any single direction, but "in the several pursuits and professions in life." The "leading object" is to be the promotion of "agriculture and the mechanic arts," not, necessarily, by training a body of apprentices in manual practice, which experience in general shows to be attended with too many drawbacks, in an educational institution, but by teaching "*such branches of learning as are related to*" those subjects; that is, in short, the whole range of the mathematical, physical, and natural sciences, with special reference to their applications in these great branches of human industry.

The whole amount of land liable to issue under the act of 1862, and the acts supplementary to it, is nine million six hundred thousand acres. This land, so far as it has been disposed of, has been sold for an average price of seventy cents per acre, and if the entire amount be reckoned at the same price, the total proceeds will be \$6,720,000. This grant of less than \$7,000,000 is the sum total of what the Government has done for the institutions referred to.

On this basis thirty-five of the States have located institutions, and as four of them have divided the fund, the number of institutions thus established is thirty-nine. Of these, thirty-six have been opened; but some of them only a few months. The returns from them are necessarily imperfect, both in respect to material values and internal working. The average value of the Congressional endowment of the institutions, as far as ascertained, is \$179,645. The maximum endowment is \$630,000, and the minimum \$50,000.

Thirty-two of these colleges possess farms amounting in the aggregate to nine thousand six hundred and seventy-nine acres, or, an average of three hundred and two acres each; and twenty-two of them have one thousand four hundred and twenty-three acres under cultivation in plowed crops—an average of nearly sixty-five acres each. The value of the farms reported by twenty-six institutions is \$799,608—an average of \$30,754 each.

Twenty-two institutions report the value of their buildings at \$2,037,200, or an average of \$92,600 each; and seven others report \$1,142,000 as the value of the buildings, the use of which they share with other departments of institutions with which they are connected, and which are, to all practical intents and purposes, equivalent to that amount of value appropriated to the use of the so-called agricultural colleges.

Nineteen institutions possess apparatus valued at \$121,400, or an average of \$6,389.47 each. Three others have apparatus valued at \$29,000, in connection with other departments of institutions associated with them.

Twenty-four institutions reported last year, in the agricultural and mechanical departments, an aggregate of two thousand six hundred and four students, with three hundred and twenty-one professors and assistants—an average of one hundred and nine students and thirteen and three-tenths instructors, while returns made for the same year to the United States Commissioner of Education, from two hundred and seventeen of the colleges in the country, show a total of twenty thousand eight hundred and sixty-six collegiate and post-graduate students, with three thousand and eighteen instructors—an average of ninety-six students and thirteen and eight-tenths instructors.

Perhaps the most interesting fact connected with the history of the institutions founded on the land-grant of 1862, is the extent to which they have awakened the enthusiasm and called forth the benevolence of individuals and communities in their behalf. It is a favorite theory in some quarters that governmental aid to education, and especially to higher education, tends to check individual effort; but the experience of the national colleges, so far as it goes, points directly to an opposite conclusion. It shows that the aid of Government, wisely bestowed, stimulates and encourages private benevolence, by

giving it a central rallying-point, and an adequate guaranty of security.

Facts have been collected illustrating this point in the case of fifteen institutions, which have received donations, in addition to the Congressional endowment, either from the State, the county, the town, or from individuals, or from two or more of these sources. Of these, eight have received contributions, or grants, from the State, amounting to \$1,292,550; and fourteen of the number have received gifts from sources other than the State (such as county or town authorities, or private individuals) to the amount of \$3,630,649.86; making a grand total of \$4,923,199.86. This entire sum, except \$571,545, was given to these institutions solely in consequence of the Congressional land-grant. Besides these enumerated money values, also, one or two old institutions have turned over their grounds and buildings to the State to increase the resources of the new college. Eighteen institutions possess funds and property to the amount of \$8,272,382, not including Cornell University or the Sheffield Scientific School. Bearing in mind that the facts just presented are such as have been collected respecting only fifteen of the institutions referred to, and that the oldest of them has been established only about ten years (the average being considerably less than five years), it is safe to say, not merely that this is the most profitable disposition that the United States Government has ever yet made of any equal portion of its public lands, but that no government in the world can point to an educational trust that has been, on the whole, administered with more wisdom and fidelity, or with larger results, than this.*

A feature in the work of these institutions which is worthy of special notice, is that their students belong almost wholly to the great "industrial" classes, and are the graduates of the public schools. They are furnishing free tuition to many hundred young men, a great portion of whom, especially in the South and West, could never have entered college without the aid that has been rendered by the Congressional grant, directly and by way of promoting other contributions to the same object; and many an aspiring youth has had grateful occasion

* Some of the facts here stated in regard to the so-called Agricultural Colleges, are taken, with the writer's permission, from a paper read by Prof. G. W. Atherton, before the National Educational Association, at Elmira, New York, in 1873.

to bless the wisdom of the Congress of 1862, by whose act he has been enabled to obtain a "liberal and practical education" which he could not otherwise have received.

These colleges are thus the natural outgrowth and completion of the free common school system of the country. They are the colleges of the people; and whatever may be said of the wisdom of other grants of public lands made by Congress, there can be no doubt that this one has proved to be, as it was originally intended all should be, "for the common benefit."

As to the future policy of the Government, it is to be hoped that it will hereafter take a more rather than less active interest than it has hitherto done in the promotion of public education. It need not, for this end, depart from the strict sphere of its constitutional functions; it need not depart from our traditional policy of leaving each State to manage its common school system in its own way; but it should hold an attitude of watchful interest towards this as one of the great objects of its concern; it should extend aid to the common schools, so far as that can be done without unequal discriminations or the too heavy increase of taxation; it should place the national scientific schools upon such a footing as will make them creditable to the people and the Government of the United States; it should see that the Territories, as they become organized, are not only encouraged but required to maintain good public schools, and help them to do it, not forgetting, in this, those forlorn "wards of the nation," the Indian tribes.

The justifying principle of such a policy may be found in those weighty words of Washington: "In proportion as the structure of a Government gives force to public opinion, it is essential that public opinion should be enlightened."

The following resolution was unanimously adopted at the meeting of the National Educational Association, held at Elmira, New York, in 1873:

"*Resolved*, That, in the opinion of this Association, the proceeds of the sales of public lands should be hereafter set apart by Congress, under such conditions as it may deem wise, as a perpetual fund for the support of public education in the States and Territories."

STATE SCHOOL SYSTEMS.

ALABAMA.

JOSEPH H. SPEED, Superintendent of Public Instruction in Alabama, was born in the county of Mecklenburg, Virginia, in 1834. He graduated with the highest honors from Hampden Sidney College in 1856, and immediately began teaching in Orange county, North Carolina, establishing a flourishing High School there. In 1858 he declined the Greek Professorship in Trinity College. In 1858, he was induced by Governor Moore and others to establish a select High School in Marion, Perry county, Alabama. At the breaking out of the war, he became an officer in the Confederate Army, and was appointed Salt Commissioner for Alabama, which position he held until peace was declared. In 1867, he was elected a delegate to the Alabama Constitutional Convention. In 1870, he was elected by the people of the Fourth Congressional District to represent them on the State Board of Education. He served in this capacity until elected in November, 1872, State Superintendent of Public Instruction for two years. He has likewise been President of the State Board of Regents since 1870, and very active in developing the Free School System of Alabama, and securing the enactment of the present liberal code of laws relating to the free public schools.

EDUCATION IN THE PAST.

ALABAMA was admitted into the Union, as a State, in 1819. Her Constitution provided that schools and the means of education should be forever encouraged, and directed the Legislature to conserve the United States land-grants for the use of schools within each township, and the seminary lands "for a State University for the promotion of the arts, literature, and science." In 1823, an ineffectual effort was made to establish an efficient Public School System. Subsequent movements in this direction were crowned with little better success. Finally, in 1854, the first State Superintendent was appointed. A direct appropriation of \$100,000 was made out of the annual State tax for educational purposes. The income of the United States surplus revenue fund deposited with the State, and the avails of certain swamp lands, were set aside for the same purpose. All over the State an interest in education was being awakened, when the war came on and arrested it.

PRESENT SCHOOL SYSTEM.

The new Constitution, prepared in 1867, and ratified by the people, February 4, 1868, expressly stipulated that all children be

tween the ages of five and twenty-one years should be educated free of charge, and made other provisions for universal education. The State Superintendent, in his annual report for 1869, said: "If there be a single feature in the Constitution of Alabama which, above all others, should entitle the members of the Convention framing our Constitution to the rare merit of statesmen and sages, it is the section on education." The injunction of the new Constitution was carried out by the people, and the present school system was inaugurated, of which the following are the main features:

: *The Superintendent of Public Instruction* is elected every four years. He has the personal supervision of the public schools of the State, and performs such other duties as may be imposed upon him by the Board of Education, of which he is President.

The Board of Education exercises full legislative powers in reference to the public educational institutions of the State, and its acts, when approved by the Governor, or when re-enacted by two-thirds of the Board in case of his disapproval, have the force and effect of law, unless repealed by the Legislature. It is made by the Constitution the duty of this Board (exercising powers which are enjoyed by no similar body in any other State) to establish in each township or school district one or more schools which all children between five and twenty-one years old may attend free of charge. The Board meets annually at the State Capitol to enact school laws at the same time as the General Assembly. The members receive the same pay and mileage as the members of the Legislature, but they are not permitted by the Constitution to protract their session longer than twenty days. During that time they pass all the general and local educational acts which they may deem necessary, and the Governor signs or disapproves of them just as if they were legislative bills. The Board of Education consists of the State Superintendent and two members from each Congressional District, elected for four years at the same time and in the same manner as the members of Congress.

The Board is likewise a Board of Regents of the State University, and has power to appoint the President and faculty thereof. The President of the University is, *ex officio*, a member of the Board of Regents, but has no vote in its proceedings.

The County Superintendents, of which there are sixty-seven,

are elected by the people, and are required to enforce the laws, resolutions, and recommendations of the Board of Education. They receive a salary to be determined by a Committee composed of the clerks of the several township trustees of their respective counties.

Township Boards consist of three township trustees, elected by the people. They contract for teachers, and make reports to the County Superintendent of school property, moneys, etc., within their jurisdiction. Every city and incorporated town, by an act approved December 2, 1869, was constituted a school district, and placed under the management and control of a board of not less than three nor more than nine trustees. In 1872, however, the office of school director was abolished.

The School Fund comprises the proceeds of United States land-grants, escheated estates, special State appropriations, bequests, and of moneys paid for exemption from military duty. In addition, an annual appropriation of one-fifth of the entire revenue is made, and a poll-tax of \$1.50 is imposed for the maintenance of public schools. The School Fund for 1873 was \$524,452.40, and for 1874, \$352,673.92.

Trustees are required to provide separate schools for white and colored children, unless parents and guardians consent that they shall be taught together.

Schools are divided into first, second, third, and fourth grades, according to the branches pursued. The school day comprises not less than six hours, and the school month all the days of the calendar month, except Saturdays and Sundays.

County Superintendents may appoint suitable persons in various parts of their respective counties to examine teachers for public schools. No text-book can be adopted without first receiving the approval of the State Board of Education.

December 14, 1872, the Board of Education passed an Act instructing superintendents of education and township trustees to close all free public schools where the necessary funds for the payment of teachers were not provided. The State Superintendent in his last report, spoke of many schools having been closed. "The financial depression," he says, "experienced by all branches of State Government for the last year (1873), has been specially embarrassing to the Public School System." It is stated that this untoward condition of affairs is due to the fact

that the State has devoted to other purposes \$1,250,000, belonging to the School Fund.

LEGISLATION DURING 1874.

The State Board of Education at its last session—last winter—passed a number of acts, of which the following are the main points:

First.—County superintendents can be removed by the State Superintendent for malfeasance in office, incompetency, immorality, or drunkenness.

Second.—County superintendents shall receive three dollars per day, pay when employed.

Third.—The day of holding the General State election is declared a legal holiday for teachers in free public schools.

Fourth.—Hereafter the scholastic month is to consist of twenty school days.

Fifth.—The members of the Board of Regents receive three dollars per diem, for not more than eight days a year.

In addition to the above, provision was made for establishing a State Normal School and University for the education of colored teachers and students at Marion.

EDUCATIONAL STATISTICS.

Inasmuch as Alabama kept no general educational statistics during the war, it is impossible to indicate by figures what progress has been made during ten years. Furthermore, the statistics for 1873 are incomplete, omitting many things of interest. The number of white children in the State is given at 235,600; colored children, 169,139. The pay of County Superintendents amounted to \$4,500. The amount apportioned to Normal Schools was \$9,750. The school statistics for 1872-'73 are as follows: school population, 403,735; number of white children enrolled, 61,942; number of colored children enrolled, 41,673; average attendance of white children, 45,521; average attendance of colored children, 28,406; total teachers for white schools, 1,820; total teachers for colored schools, 830; total number of schools in State, 2,561.

ARKANSAS.

J. C. Corbin, State Superintendent of Public Instruction in Arkansas, was born March 26, 1833, in Chillicothe, Ohio, and graduated from the Ohio State University at Athens in 1853. He at one time edited the *Colored Citizen* in Cincinnati, and was employed on the *Little Rock Republican* newspaper when elected State Superintendent in November 1872. His term of office is four years.

EDUCATION IN THE PAST.

ARKANSAS was admitted into the Union as a State in 1836. Her first Constitution contained a clause to the effect that the General Assembly should provide by law for the School lands, and "encourage intellectual, scientific, and agricultural improvements." The State received 886,460 acres of land for Common Schools, and 46,080 acres for a University. Still no system of Public Schools was inaugurated in the State, and educational matters remained in a backward condition. In 1854, eighteen years after Arkansas had been admitted into the Union, there were only forty Public Schools in the entire State, and the then State School Commissioners complained of "the indifference that pervaded the public mind on the subject of education." Because of this indifference and defective and fraudulent legislation, the land grants from the General Government were sadly mismanaged, if not squandered, so that, what should have been a permanent School Fund, amounting in 1870, to between two millions and three millions of dollars, aggregated only \$35,192. During and immediately following the war, the educational interests of Arkansas were almost wholly neglected. The presence of contending armies and the impoverishment of the people acted as an embargo against intellectual growth and development; most of the literary institutions were closed; many of the buildings had been destroyed, and altogether the educational outlook was decidedly discouraging. So far, however, from giving themselves over to despondency, the people shared in the new spirit and vigor which characterized the Southern States after the war. Governor Murphy wrote in his message to the General Assembly in 1866, "No State in the Union is at present behind Arkansas in educational provision; but never in the

history of the State, have the people indicated a stronger desire for the establishment of a thorough system of School Education at the public expense. The people are beginning to feel that ignorance is a crime, deeply injurious to the peace and happiness of society, for which, not only parents, but the Government also, are responsible." Two years later (1868), a new Constitution was adopted, making it the duty of the General Assembly to establish and maintain Free Schools; to provide for the improvement and conservation of all educational land grants to the State, and to provide for a State University with an agricultural department. The new Constitution further made it obligatory on parents to send their children to school at least three years—between the ages of five and eighteen years, or to instruct them at home.

REMODELING THE SCHOOL LAWS.

In accordance with these provisions of the Constitution, the Legislature during the next year (1868-9), inaugurated a new School System. After a two years' trial the State Superintendent reported that the new system had operated admirably. The work of organizing School Districts had progressed until most of the townships contained one or more. Vigorous efforts were being put forth on every hand to build suitable school-houses, secure increased school facilities, and to keep schools open for a longer period than three months during the year. Two years later, however, or at the beginning of 1873, the same Superintendent reported that the Free School System of the State so auspiciously inaugurated, and so successfully carried forward during the first two years of its history, had been seriously embarrassed and well-nigh destroyed by the mistaken policy of the Legislature in limiting the amount of local school tax that might be levied in country districts to one-half of one per cent.; and in cities and towns to three-fourths of one per cent. on the taxable property of the district. The Legislature had likewise authorized the issue of interest-bearing certificates and made them receivable for school taxes; as a consequence, the School Fund, both State and District, was paid in paper with half its par value. This depreciation, with the curtailment of local taxation, so crippled a large portion of the school districts that it was impossible for them to support even a three

months' school. Teachers paid in scrip, which they could not dispose of except at a ruinous discount, became disgusted and left the State.

The Superintendent added, "there are other influences or agencies which have contributed to hinder and embarrass the school work during the past two years, but those mentioned have operated most disastrously. From a condition of vigorous growth of popular sentiment in favor of the system, there has come to be a sickly, feeble, and hesitating state of feeling among the people in respect to the Free School enterprise."

THE PRESENT SCHOOL SYSTEM.

The Legislature of 1873-4 responded to the appeal of the Superintendent and others, and passed a new school law repealing all other acts, and expressly stipulating that a per capita tax of one dollar should be assessed on every male inhabitant over twenty-one years of age in each county, and paid into the State Treasury as a revenue for the support of Common Schools. The other features of the new Act are as follows:

The State Superintendent is elected for four years, and receives an annual salary of thirty-five hundred dollars in State scrip. His duties are similar to those of other State Superintendents.

The State Board of Education consists of the Trustees of the Arkansas Industrial University and the State Superintendent, who is the President. This Board is empowered to legislate and make all needful rules and regulations respecting Common Schools, and the general educational interests of the State. All such acts may be altered, amended, or repealed by the Legislature. The Board is required to make the necessary provisions for establishing and maintaining separate schools for white and colored children. The Constitutional provision for compulsory education has never been carried out.

The County Superintendents number seventy-three, and receive an annual salary in scrip of from two hundred to five hundred dollars, according to the population of the county. They are elected for one year by the School Trustees of the respective counties. They are required to be persons "of literary and scientific attainments, of moral character, and skilled in the art of conducting schools," and to take an oath "that they will

never countenance or aid secession, and will endeavor to inculcate in the minds of youths, sentiments of patriotism and loyalty." The County Superintendents issue three grades of certificates to teachers, holding semi-annual examinations at the County-seat for applicants, who are charged one dollar each. They superintend the Teachers' Institutes, furnish suitable textbooks for schools, and are forbidden to apportion the School Revenue to any district in which a Common School was not taught three months by a qualified teacher during the previous school year.

District Trustees, one for each district, are elected annually and have full charge of the local educational interests of their respective districts. The penalty for not serving when elected Trustee is twenty-five dollars.

Teachers are forbidden to permit the use of any sectarian books in their schools. The penalty for insulting a teacher in the presence of pupils is twenty-five dollars.

The Common School Fund is derived from lands granted by the United States, gifts, or devises, fines, escheats, from the one dollar *per capita* tax on every male inhabitant, and from so much of the ordinary annual revenues of the State as may hereafter be set apart for the maintenance of Free Common Schools.

LEGISLATION DURING 1874.

The Legislature of 1873 passed a revenue law which forbids the State Auditor to draw any warrant in favor of the schools on any fund derived from the general revenue of the State. This, as interpreted by the Attorney-General, "tied up" the proceeds of the State two-mill tax, leaving available for distribution only the interest on the permanent School Fund and the capitation tax, and reducing the fund to be apportioned from \$210,000 to \$55,000, which latter amount was apportioned by the State Superintendent, and paid out. During the recent troubles in the State, a special session of the Legislature was called, which passed an Act authorizing the Auditor to draw his warrants in favor of the several counties for their proportion of the \$155,000, and that amount was accordingly so paid out. The special session also passed an Act to prevent frauds in the disbursements of school revenues, by requiring county treasurers

to keep a registry of school warrants paid, contracts with teachers to be made in triplicate, statements to be published, etc.

State Superintendent Corbin writes us: "A decision of our Supreme Court, making the district tax payable in scrip instead of currency, has about destroyed our School System. Scrip now, in the summer of 1874, is worth only twenty-five per cent. of par."

EDUCATIONAL STATISTICS.

The State Superintendent sends us the following statistics for 1873-4:

Number of Normal Schools in the State.....	2
School-houses erected during the year.....	114
Cost of the same.....	\$57,027 75
Estimated total value of school-houses.....	\$297,764 00
Whites of school age.....	56,784
Colored " "	37,293
Pupils enrolled in the schools.....	59,587
Male Teachers employed.....	1,161
Average Wages.....	\$160 Scrip.
Female Teachers employed.....	1,481
Average Wages.....	\$120 Scrip.
Amount Permanent State School Fund in State Scrip.....	\$25,000
Legal school age	5 to 15 years.
Total receipts for school purposes.....	\$258,456 09
Total expenditures	\$246,699 29

NOTHING can be better for a neighborhood than to inspire in it an enthusiasm for the common schools. This is a right kind of pride. And if it cures meanness and stinginess in dealing with teachers, and school committees, and schools, it will go far not only to ennoble the young, but to convert the old, and make them better parents and better citizens.

ONE of the distinguished teachers of a neighboring State was recently toasted by his affectionate pupils. The Professor (Root by name) is the possessor of very red hair. They scorched him thus: "The garden beet—a red root with a green top; our Professor—a *green* Root with a *red* top."

CALIFORNIA.

HON. H. N. BOLANDER is the Superintendent of Public Instruction in California. His post-office address is San Francisco. All efforts to ascertain anything from him regarding educational matters in the State have, so far, proved unavailing. He was kind enough to forward us his tickets when running for the office, but we have been constantly writing him from the 22d of May until the present time, September 10th (enclosing numerous prepaid envelopes), for material or data for this volume, without eliciting a single response. We should infer that he is dead, did his name not appear upon the August number of the *California Teacher* as publisher. Report credits Mr. Bolander with being more interested in politics than in the educational interests and welfare of California, which probably accounts for his silence in this case.

EDUCATION IN THE PAST.

CALIFORNIA was admitted into the Union in 1850. Her Constitution stipulated that the proceeds of all lands donated by the United States, for educational purposes, should be inviolably set aside for that purpose, and enjoined the Legislature to provide a system of common schools. The Legislature forthwith proceeded to do so, and from 1852, when the system went into operation, to 1865, inclusive, \$5,825,133 were expended by the State for educational purposes. Various modifications were made in the school laws from year to year, particularly in 1863, until 1867, when free schools were thoroughly established through the State, and the most ample provisions made for the education of youth.

PRESENT SCHOOL SYSTEM.

During the past year (1874) the school system has been considerably amended by the Legislature, and embraces the following main features:

The State Superintendent of Instruction is elected for four years. He collects and compiles the school statistics of the State, reports annually to the Comptroller before the 10th of August the total number of children in the State between five and seventeen years of age, apportions the school fund, and performs the other duties incidental to a Superintendent's position.

The State Board of Education consists of the Governor, the Superintendent of Public Instruction, the Principal of the State Normal School, and the School Superintendents of San Francisco, Sacramento, Santa Clara, Alameda, Sonoma, and San Joaquin

Counties. They prescribe rules for the examination of teachers, and the government of the public schools and district school libraries, select the books for district libraries, and enforce the use of a uniform series of text-books in the public schools, except in incorporated cities and towns. They meet not less than twice a year at the call of the Secretary, and their actual traveling expenses are paid by the State.

Boards of Education are elected in cities under the provisions of special statutes.

County Superintendents are elected for two years, and receive such salary as the respective Boards of Supervisors may determine. No School Superintendent who receives a salary of \$1,500, or more, per annum, can teach or engage in any other avocation that can conflict with his duties as Superintendent. The County Superintendents apportion the school moneys of each school district, visit each school in their county at least twice a year, preside over Teachers' Institutes, and report every year to the State Superintendent the number of children between five and seventeen years old. For every school not visited at least once in each year, the Board of Supervisors must, on proof thereof, deduct \$10 from the Superintendent's salary.

The State Board of Examination comprises the Superintendent of Public Instruction and four teachers, holding State educational diplomas, appointed by him. The latter receive a salary of \$200 each. This board grants life diplomas, State diplomas for six years, and State certificates, respectively for four years, three years, and two years.

The County Board of Examination comprises the County Superintendent and not less than three teachers appointed by him. They grant certificates of three grades, and are entitled to \$3 per day, and traveling expenses.

The Boards of Trustees in school districts and Boards of Education in cities, employ and fix the compensation of teachers, exclude from school children under six years of age, and control the schools and the school property within their respective jurisdictions. They expend the Library Fund, and are responsible for the care and preservation of the school libraries.

Separate Schools must be provided for children of African or Indian descent. Unless they are so provided by the trustees, then these children must be admitted into the white schools.

All schools, unless otherwise provided by special statute must be divided into first, second, and third grades.

Women over twenty-one years of age, and citizens of the United States and of California, are eligible to all educational offices within the State, except those from which they are excluded by the Constitution.

All certificates given by County or City Boards of Examination must be granted only upon actual examination.

Any parent, guardian, or other person who insults or abuses any teacher in the presence of the school, shall be guilty of a misdemeanor, and be liable to a fine of not less than \$10 nor more than \$100. Any person who willfully disturbs any public school or any public school meeting, is liable to a fine of not less than \$10 nor more than \$100.

The School Fund consists of bonds of the State of California, bearing legal interest, and amounting to \$1,417,500. In March, 1874, there was in the State Treasury, subject to apportionment, \$316,630.94, derived from the following sources:

Interest on school lands.....	\$ 33,244 33
“ “ bonds held in trust.....	44,280 00
Property tax.....	239,630 94

The counties levy in addition to this a school tax.

An important measure, known as the Tuttle bill, which became a law in 1874, provides for an expenditure of fully \$1,000,000 for school purposes, or nearly four times as much as the schools received during 1872 or 1873. It fixes \$500 as the minimum amount of school funds which every district must receive for every teacher assigned it. For every one hundred census children, or fraction thereof, of not less than fifteen, one teacher must be assigned to a district. In other words, a district having from fifteen to one hundred and fourteen census children is entitled to one teacher; a district with more than one hundred and fourteen and less than two hundred and fifteen, is entitled to two teachers, etc. For every teacher to which a district is thus found to be entitled, the district must receive \$500. Provisions are made that the school revenue be at least large enough to give \$500 to each district for every teacher assigned it. But for most, if not all, counties, the school revenue will be large enough to leave a balance after \$500 have been apportioned to each district. This balance must be

apportioned, in proportion to the number of census children, among the districts having not less than fifty census children. The average monthly wages of male teachers in California is \$84 28; female, \$63 37.

COMPULSORY EDUCATION.

In addition to remodeling the school laws, the Legislature, last winter (1874), passed an act, which took effect in July, compelling parents and guardians to yearly send all well children between eight and fourteen years old, under their control, to school two-thirds of the time during which a public school may be taught. The children taught at home or in private schools may be excepted from the operation of the law by the proper educational authorities. The penalty for the first violation of the law is a fine of not more than \$20, for every subsequent offense not less than \$20 nor more than \$50.

TEN YEARS' PROGRESS.

	1863-'64.	1873-'74.
School districts.....	684....	1,462
Whole number of schools.....	754....	1,868
Number of male teachers.....	535....	882
Number of female teachers.....	464....	1,454
Average number of children belonging to public schools.....	22,965....	72,972
Number of pupils in public schools.....	29,416....	97,681
Number of pupils in private schools.....	9,158....	12,507
Amount paid teachers' salaries.....	\$328,338 02....	\$1,434,366 93
Total amount paid for school libraries and apparatus.....	\$2,271 97....	\$29,245 18
Total expenditures for school purposes..	\$483,407 49....	\$2,113,356 25
Total receipts for school purposes.....	\$581,055 77....	\$2,551,799 07

CONNECTICUT.

BIRDSEY GRANT NORTHROP, Secretary of the Connecticut State Board of Education, was born in Kent, Litchfield County, Conn., July 18, 1817. He graduated at Yale College in 1841, and at Yale Theological Seminary in 1845. For ten years from March, 1847, he was pastor of the Congregational Church in Saxonville, Mass., and for the next ten years (with one exception), Agent of the Massachusetts Board of Education. He became Secretary of the Connecticut Board of Education Jan. 1st, 1867, and has since been actively engaged in that State, except for six months in 1871-2, which he spent in Europe for rest and the recovery of impaired health. Under his supervision the schools of Connecticut have made progress.

EDUCATION IN PAST YEARS.

THE present system of public schools originated in the practice of the first settlers of the towns which composed the colonies of Connecticut and New Haven, before any law was enacted for the regulation and support of educational institutions. Records show that a school existed in New Haven in 1639; and three years later an appropriation of thirty pounds was granted to a school in Hartford, as one of the established interests of that place. The first code enacted by the Connecticut colony, that of 1650, provided that every township of fifty householders should appoint a teacher to "instruct all such children as should resort to him, to read and write." A township of one hundred families was required to maintain a grammar school. Later, grammar schools were organized in each county, and land was granted for their support. In 1766, towns were authorized to divide themselves into proper districts for keeping their schools. In 1798, School Societies were invested with the control of the schools. Under their management, the means of education were unequally distributed over the State, and the standard of education was lowered. Their property and obligations were finally transferred to towns. The school fund of Connecticut is largely derived from the sale of lands, now the Northwestern part of Ohio, which were embraced in its original charter. The money thus received, amounted to \$1,200,000. Under careful management it was nearly doubled by 1849, although about that time nearly \$98,000 were annually expended for school purposes. The income for 1874, was \$132,848. The Commissioner of this fund was, until 1849, *ex-officio* Superintendent of Common Schools. In that year the office was transferred to the Principal of the State Normal School, then just established. In 1865, this regulation was again changed, and the office is now

held by Hon. B. G. Northrop, under the title of Secretary of the Board of Education.

PRESENT SCHOOL SYSTEM.

In 1871, the General Assembly appointed a committee to revise the laws relating to education. The report of the committee was adopted in the next year, and the following are the main features of the law as it now stands :

First.—Those having charge of children between the ages of eight and fourteen years, are required to have them instructed in the ordinary English branches, at least three months in a year, and six weeks of this tuition must be consecutive. Children physically or mentally unable to study are exempted from the provisions of this act. The penalty of noncompliance with these provisions is a weekly fine of five dollars, for a term not exceeding thirteen weeks in any one year.

Second.—Any person employing a child who has not been instructed as above, to labor in any business, shall be liable to a fine of one hundred dollars.

Third.—The Selectmen may bind children whose parents habitually neglect them, to some suitable charitable institution, or to some proper master, until they become of age.

Fourth.—The police shall arrest truants, and habitual truants may be committed to some house of reformation.

Fifth.—The general control of the schools is intrusted to the State Board of Education, consisting of the Governor, Lieutenant-Governor, and four persons appointed by the General Assembly, and holding office for four years. The Board appoints a secretary, who has general supervision of the schools. His salary is three thousand dollars per annum, and his traveling expenses, not exceeding five hundred a year.

Sixth.—Schools shall be maintained for at least thirty weeks each year in districts where the school population exceeds twenty-three. In other districts schools shall be open twenty-four weeks, except that no school is required to be held in districts where the average attendance is less than eight. Towns shall likewise have power to establish high schools which shall be under the supervision of a committee appointed for that purpose.

Seventh.—Each town shall elect a Board of School Visitors, consisting of six or nine members, who shall regulate the studies

and discipline of the schools. They shall examine all persons desiring to teach, and give certificates to those they deem qualified to instruct children in the ordinary English branches and in drawing. They shall select the text-books for schools, which shall not be changed oftener than once in five years.

Eighth.—If a district, or a town maintaining a high school, shall contribute ten dollars to establish a school library, or to obtain necessary apparatus, a like sum shall be paid to it by the State Treasurer, who shall further annually pay five dollars for this purpose if an equal amount be contributed by the town. Districts containing a school population of more than one hundred, can draw multiples of these sums, at the rate of one appropriation for each one hundred pupils in attendance at school.

Ninth.—The income of the school fund shall be distributed among those districts which have maintained schools according to the law, in proportion to the number of children between four and sixteen years of age; in addition to this, the Comptroller of the State shall pay the town the sum of one dollar and fifty cents for each child of legal school age. The balance of money necessary for the support of the schools shall be paid by the towns.

STATISTICS FOR 1873-74.

School districts in the State.....	1,502
School-houses erected during the year.....	34
Cost of the same.....	\$226,705 78
Number of teachers employed.....	2,957
Number of pupils registered in the schools, winter term..	114,857
Average daily attendance, winter term.....	67,172
Average length of public schools.....	174.18 days
Total receipts.....	\$1,542,489 20
Total expenditure.....	1,477,442 72

TEN YEARS PROGRESS.

	YEAR 1864.	YEAR 1874.
Children enumerated.....	110,491....	132,908
Children registered, winter term.....	76,207....	95,199
Average attendance, winter term.....	54,468....	67,172
Wages of male teachers.....	\$28 74....	69 03
Wages of female teachers.....	16 82....	36 05
Amount expended for building and repairing school-houses.....	\$33,500....	280,666
Amount raised for support of schools.....	390,454....	1,542,489

D E L A W A R E .

There is no Superintendent of Public Instruction in Delaware.

EDUCATION IN THE PAST.

DELAWARE was one of the original thirteen States of the Union. Her Constitution contained this provision: "The Legislature shall, as soon as conveniently may be, provide by law for establishing schools and promoting arts and sciences." In 1796, an act was passed "to create a fund sufficient to establish schools." This fund was increased by subsequent legislation in 1797, 1816, 1821, and in other years. In 1829 the Legislature passed a bill to provide for free schools. The chief feature of the proposed system was "to put the whole matter of education in the hands of the people." This act was variously changed and amended in 1830, 1832, 1833, and in 1835. In 1837, the income of the United States Surplus Revenue Fund was appropriated for the benefit of the school districts. In 1861, the Legislature authorized the school committees to levy an annual tax in each of the districts of New Castle of \$75, since raised to \$100; in the districts of Kent County, the sum of \$50; and in the districts of Sussex County, the sum of \$30; to be applied to the support of schools. Certain special provisions and limitations were made for repairing school-houses and for particular districts. An attempt was made during the legislative session of 1873 to pass a new law providing for a thorough supervision of the schools, for annual reports of the condition of the schools to be made to the Governor or Legislature, and for giving to the colored population their *pro rata* share of the school fund. The act, which consisted of seventeen sections, further provided for State and County Boards of School Commissioners.

PRESENT SCHOOL SYSTEM.

The bill was, however, defeated, and it is noteworthy that the school system adopted forty-five years ago is substantially in use in Delaware to-day. The act of 1829—only slightly modified by the Legislature at various times—is the present school law. The following are its main features:

The State is divided into school districts, and all questions relating to the schools are left entirely in the hands of the inhabitants of these districts, whose votes decide whether there shall be a school or not, and whose only connection with the State authorities comes from a provision, that a certain minimum amount of school tax must be raised by each district in order to entitle it to its *pro rata* share of the school fund.

Persons qualified to vote for State representatives hold an annual meeting, on the first Saturday in April, at two o'clock in the afternoon. Any number of voters constitute a quorum, and their acts are valid. The school-voters decide what sum shall be raised for the ensuing year, by tax, for school purposes, and they then vote by ballot "for a tax," or "against a tax," the majority deciding. If the majority of the voters be "against a tax," the sum so resolved to be raised may be raised by subscription.

The School Committees make assessment lists for their respective districts; such lists consist of the rates of all white persons over twenty-one years old, of the rates of personal property of all the white inhabitants of the district, and of the clear rental value of all the assessable real estate in the district owned by white persons.

The School Committees furthermore determine sites, provide school-houses, keeping them in repair, and supplying them with furniture and fuel, and provide schools for as long a period as their funds will enable them to employ teachers. They receive, collect, and apply all moneys, appoint collectors for the districts, and annually, at the stated meetings, make a detailed report of their receipts and expenditures. They receive no emoluments, but are allowed by law one dollar per term or three cents per mile, for attendance before the State Auditor.

The law stipulates that the Governor shall, yearly, before the 1st of March, appoint a Superintendent of free schools in each county. Such Superintendents, however, have no real power or duties beyond supplying forms for the collecting of information and reporting to the General Assembly. They receive no pay other than postage and traveling expenses, and so far as we are able to learn the office of County Superintendent exists more in name than in fact.

Notwithstanding the negroes have been emancipated, no pro-

vision is made for their education by the State law. A benevolent society called "The Delaware Association for the Moral Improvement and Education of the Colored People," and the Freedmen's Bureau, have contributed materially to the education of the emancipated blacks. The proposed new school law, which was defeated in 1873, made provision for the establishment and maintenance of colored schools.

The School Fund of Delaware is derived from the income arising from the investment of Delaware's share of the "Surplus Revenue" distributed by the United States to the several States, together with a portion of the proceeds arising from certain State fees and licenses. A part of this fund is divided among the counties equally. The remainder is apportioned among the several counties according to the white population, as ascertained by the census of 1830. The amount apportioned in 1872, was about \$30,000.

SCHOOL SYSTEM OF WILMINGTON.

Wilmington may be regarded as separated from the State, so far as educational matters are concerned, inasmuch as special enactments for her benefit have been passed from time to time, and the city has progressed educationally while the rest of the State has made little advancement. The charter of the Board of Public Education of Wilmington, which would have expired by limitation that year, was renewed by the Legislature in 1872. The public schools of the city are placed by law in charge of this board, whose thirty members are elected by the citizens for three years. Three are chosen from each of the ten wards of the city, one-third of the members are elected each year, a plan which, while it keeps the board in close dependence on the citizens, averts summary changes, and secures the permanence essential to the success of any system. The Board of Education organizes every April, electing a President, Secretary, Treasurer, and Superintendent of the Schools in the city. Wilmington is known as one school district, eleven and a half districts having been consolidated. The old districts are entitled to their *pro rata* share of the State Fund. There are no district schools; all are graded. Forty-two weeks comprise the scholars' year. There are no libraries connected with the schools.

EDUCATIONAL STATISTICS.

The school statistics furnished in the public reports of Delaware are very meagre, and inasmuch as the Legislature meets only once in two years, no returns for the whole State have been made public later than for the year 1872. We subjoin some of them :

	1863-64.	1872-73.
Number of school districts.....	....	381
Number of schools in operation.....	306.....	349
Number of months in operation.....	....	2,563
Number of scholars.....	14,756.....	18,780

At the beginning of 1874, the Delaware Association for the Moral Improvement and Education of the Colored People had twenty-five schools under its care through the State. Writing about that time, the Actuary of the Association, Mr. A. C. Peckham, said "There seems to be greater interest manifested in the education of the colored people of the State than at any time before, and the colored people themselves are more unitedly working for their object."

A PENSION-LIST for faithful teachers worn in the service would not be an unpleasant thing. The alumni of Michigan University have proposed an equivalent in one case. They are about to raise a fund of \$25,000 to endow a "Williams Professorship," the object being to make a generous provision for Prof. George P. Williams, the oldest professor in the institution, who must soon become disabled by age from further active duty.

SCIENTIFIC men, as well as theologians, sometimes find it very difficult to avoid the charge of "ambiguity." An amusing instance is the case of Prof. Huxley, who wrote an "Essay on the Physical Basis of Life," which he designed as a protest *against* Materialism. But the public generally regards it as an argument *in favor* of Materialism. Was Talleyrand jesting when he uttered his famous *bon mot*, that the object of language is to *conceal* thought?

FLORIDA.

HON. JONATHAN C. GIBBS [colored], Superintendent of Public Instruction in Florida, was born in Philadelphia, Pa., Sept. 21st, 1831. In 1852 he graduated from Dartmouth College, and from thence went to Princeton, N. J., where he studied theology. He was sent South in 1863, as the accredited agent of the Old School General Assembly of the Presbyterian Church, to organize schools and churches among the freedmen on the Atlantic seaboard. For four years he filled the office of Secretary of State under Gov. Read. In 1872, he was appointed by Gov. Hart Superintendent of Public Instruction for four years. Gov. Hart dying in the second year of his administration, his successor, Gov. Stearns, reappointed Mr. Gibbs.

EDUCATION IN THE PAST.

IN 1839, six years before the admission of Florida into the Union as a State, a constitution was adopted which provided that the lands reserved for "the use of schools and seminaries of learning" should be held inviolate, and a like provision was contained in the constitution of 1865. Little revenue however appears to have been derived from the fund created by the sale of these lands, and little general interest was taken in the Common School System until 1869, when a law was passed creating the offices of State and County Superintendents.

Under efficient supervision, and stimulated by the interest in education evinced by all classes, the schools have increased in number and efficiency. The first State Superintendent of Public Instruction was Hon. C. Thurston Chase, who, in 1871, was succeeded by Hon. Charles Beecher, the predecessor of the present incumbent, Hon. J. C. Gibbs.

The principal resources of Florida for educational purposes are, the interest derived from the sale of school lands, a tax of not less than one mill on the dollar of all taxable property in the State, fines collected under penal laws of the State, and twenty-five per cent. on the sales of public lands belonging to the State. Of the school lands, 110,000 acres have been sold, leaving a balance of nearly 594,000. In addition to this, Congress granted over 85,000 acres of land for the support of two seminaries, and about half of this amount has been disposed of.

PRESENT SCHOOL SYSTEM.

The school law of Florida provides for the establishment of a uniform system of public instruction, free to all residents of the State, between the ages of four and twenty-one years. The following are its principal features:

First.—The officers of the Department of Public Instruction consist of a State Superintendent, a State Board of Education, a Board of Public Instruction for each county, a Superintendent of Schools for each county, local school trustees, treasurers, and agents. The salary of the State Superintendent is \$2,000 a year; that of County Superintendents averages \$300.

Second.—Boards of Public Instruction and Boards of Trustees, consist of not more than five members.

Third.—Every school officer, before receiving any school money or property, shall give bonds, with two good sureties, for double the amount that will be liable to come into his hands at any one time.

Fourth.—Each county constitutes a school district.

Fifth.—The Superintendent of Public Instruction holds office for four years. He is, *ex officio*, President of the State Board of Education, which has control of all public school lands and funds, and has power to remove subordinate officers. It consists of the Superintendent, Secretary of State, Treasurer, and Attorney-General.

Sixth.—In the Boards of Public Instruction for Counties is vested the title of all school property. They have the power to locate schools, examine candidates, and grant certificates to teachers. A Board has not power to make contracts with any of its members, except for the purchase of school sites.

Seventh.—County superintendents are required to visit each school at least once during a term, and to examine into its discipline and system of instruction. They have power to

select trustees and suspend or revoke teachers' certificates for sufficient cause, giving notice to the authority which issued the certificate, and notifying the teacher of the right of appeal, and to whom such appeal should be made.

Eighth.—School trustees are to take special charge of the management of the schools over which they have been appointed, and inspect them once a month to see that the progress made and the order preserved are satisfactory. They are also to attend to the construction and repair of school buildings and furniture, and to procure a proper supply of text-books and apparatus.

Ninth.—Teachers' certificates granted by a Board of Public Instruction are good for one year in the county in which they are issued. The State Superintendent may grant certificates to graduates of the Department of Teaching, and to eminently successful teachers, to be good during a year in any part of the State. Certificates are of three grades, and the standard of qualification is to be fixed by the Superintendent of Public Instruction.

Tenth.—Reading the Bible, and short devotional exercises of a non-sectarian character, at the opening of schools, are not prohibited, but attendance at such exercises is not compulsory.

Eleventh.—One half day in each week may be devoted to instruction in needle-work or manual labor.

Twelfth.—All matters of difference arising between school officers and teachers shall be submitted to two arbitrators, chosen one by each party. If the two cannot agree, they shall choose a third, and the decision of any two of them shall be binding.

Thirteenth.—The Florida State Agricultural College, designed to teach such branches of learning as are related to agriculture and the mechanic arts, is established by law, and the Superintendent of Public Instruction is, *ex officio*, President of the College.

EDUCATIONAL STATISTICS.

The organization of the Common School System in Florida is of so comparatively recent a date that we are unable to give a view of the progress made during ten years. The following are the latest educational statistics :

YEAR 1873-74.

School Districts in the State.....	39.
School-houses erected during the year.....	24.
Cost of the same.....	Average \$300.
Total value of school-houses.....	\$250,000.
Pupils enrolled in the schools.....	27,000.
Average daily attendance.....	18,000.
Number of school officers.....	500.
Male Teachers employed.....	150.
Average wages.....	\$35.
Female Teachers employed.....	350.
Average wages.....	\$35.
Amount of State School Fund.....	\$300,000.
Number of illiterate children.....	About 60,000.
Legal school age.....	4 to 21 years.
Average cost of schooling for each scholar.....	\$3.28.
Number of White scholars in public schools.....	6,000.
" " " in private schools.....	3,000.
Number of Colored scholars in public schools.....	12,000.
Total receipts for school purposes.....	\$160,000.
Total expenditures.....	\$160,000.

G E O R G I A .

HON. G. J. ORR, State School Commissioner, was born in Anderson, S. C., 1819, and early removed to Jackson County, Georgia. He spent the first years of his life on his father's farm, and at the age of twenty, opened a Latin grammar for the first time. Five years later (1844) he graduated at Emory College, with high distinction. He had previously spent two years at the University of Georgia, in a class which has furnished many distinguished men to the country. Soon after graduating Professor Orr was appointed Tutor of the Latin language at Emory College. Subsequently he was appointed Professor of Mathematics in the same institution, which position he filled with great acceptance for eighteen years. In 1867, he resigned to become President of the Southern Masonic Female College, at Covington, Georgia. After four years of arduous labor there he was elected Professor of Mathematics in Oglethorpe University. Having filled this chair during one year, he was called by Governor Smith to the position of School Commissioner for the State of Georgia. The present School Law of the State was drafted by him.

EDUCATION IN THE PAST.

GEORGIA was one of the original thirteen States ratifying the Constitution of the United States. Her original Constitution (1777) contained a proviso to the effect that schools should be erected in each county, and supported at the general expense of the State. In 1783, the Legislature donated one thousand acres of land to each county for the support of free schools; in 1784, forty thousand acres for the endowment of a University, and in 1792, five thousand dollars for the endowment of an academy in every county in the State. While there was more or less educational legislation during the fifty years that followed, the cause of education made very slow progress. In 1845, and again in 1856, vigorous but unsuccessful efforts were made to establish a system of Common Schools, open alike to rich and poor, supported by public tax, and administered by district, county, and State commissioners. The new Constitution of 1868, however, provided for the organization of a thorough system of general education, to be forever free to all children of the State. A General School Law was enacted in 1870, and variously amended in 1872.

PRESENT SCHOOL SYSTEM.

This act is now in force in Georgia, and contains the following main features:

The State School Commissioner is appointed by the Governor, with the consent of the Senate, for four years, and receives an annual salary of twenty-five hundred dollars. He is charged with the administration of the school laws and a general superintendence of the business relating to the public schools of the State.

The State Board of Education, comprising the Governor, Secretary of State, Comptroller-General, Attorney-General, and State School Commissioner, constitutes an advisory body, with whom the State School Commissioner shall have the right to consult when he is in doubt as to his official duty. This body is also in the nature of a court, to which appeals can be made from the decision of the State School Commissioner upon any question touching the construction or administration of the school laws; the decision of the State Board, when rendered, is final and conclusive. Appeals to the State Board must be made in writing.

County Boards are elected by the Grand Jury, and must be composed of freeholders. Vacancies in the boards are temporarily filled by the Judges of the Superior Court. These boards employ teachers, purchase grounds, build school-houses, prescribe text-books, grant licenses to teachers on recommendation of the County School Commissioners, and hear and determine appeals from teachers whose licenses have been revoked for alleged cause, by County School Commissioners. They fix the compensation of County Commissioners, not to exceed three dollars a day, and are exempted from road, jury, and militia duty, in consideration of their own services.

County School Commissioners are elected by the County Boards of Education. They sign the contracts made by County Boards with teachers, examine applicants for licenses to teach, revoke licenses for incompetency, immorality, or cruelty to pupils, are custodians of the school fund, and act generally as the medium of communication between the State School Commissioner and subordinate school officers.

County Boards of Education are empowered to establish evening schools whenever and wherever they may deem best. They may prescribe text-books, provided the Bible is not excluded from the public schools of the State.

The white and colored races cannot be taught together in the

same school. The same facilities must, however, as far as practicable, be afforded to both races. The scholastic age is six to twenty-one years.

County Boards can organize one or more self-sustaining manual labor schools in each county, subject, however, to the approval of the State Board of Education.

The School Fund consists of the poll tax, special tax on shows and exhibitions, and spirituous and malt liquors, endowments, devises, gifts, and bequests made to the State or State Board of Education, all educational funds and incomes due the State University, one-half the net earnings of the Western and Atlantic Railroad, and such other sums as the State may from time to time raise by a general tax upon the whole property of the State.

LEGISLATION DURING 1874.

During 1874, the State Legislature passed five School Acts. The only change of importance made in the existing laws was a provision that the enumeration of the school population should be taken once in four years, instead of annually, as heretofore.

EDUCATIONAL STATISTICS.

State School Commissioner Orr sends us the following statistics for 1874. They embrace all the counties of the State, or fifteen more than were included in his recent published report. There are no statistics for 1863-4:

Number of white schools in the State.....	1,562
Number of colored schools in the State.....	412
Number of white male scholars admitted.....	35,792
Number of white female scholars admitted.....	28,607
Number of colored male scholars admitted.....	10,449
Number of colored female scholars admitted.....	10,337
Total number of white scholars admitted.....	64,398
Total number of colored scholars admitted.....	20,786
Total number of white and colored scholars admitted.....	85,184

ILLINOIS.

HON. NEWTON BATEMAN, State Superintendent of Public Instruction, was born near Fairton, Cumberland County, N. J., July 27, 1822, and early removed to Jacksonville, Ill. In 1843 he graduated from Illinois College; subsequently entered Lane Theological Seminary, but retired, owing to ill-health; was appointed Professor of Mathematics in St. Charles College, Mo., in 1847; became Principal of the Jacksonville, Ill., Public Free School in 1851; served four years as County Superintendent, and in 1858 was elected State Superintendent of Public Instruction. He has held this position for fourteen years, having been five times re-elected, and acquired a national reputation, through his writings and active efforts in behalf of education. He was not a candidate for re-election, and retires in January, 1875.

ILLINOIS was admitted into the Union in 1818. Five years later, a general law was passed providing for the establishment of free schools. The preamble set forth that it was "the peculiar duty of a free government like ours to encourage and extend the improvement and cultivation of the intellectual energies of the whole." Subsequent Legislatures enacted more or less laws bearing upon education until 1854, when the office of Superintendent of Education was created, and the incumbent was given the general management of the school interests of the State.

The following year the Legislature passed a bill, the basis of which was the principle of State and local taxation for educational purposes. It provided that the educational affairs of the State should be administered by the State Superintendent, a School Commissioner for each county, and a Board of Education for each township. Provision was made for County School Conventions and Teachers' Institutes, and an Examining Committee for each county. State funds were to be distributed only among those schools which had, for six months during the year, offered equal and free instruction to all persons of legal school age.

THE PRESENT SCHOOL SYSTEM.

Other legislation followed until 1872, when the present school system was adopted. The following are its main features:

The State Superintendent of Public Instruction is elected quadrennially, giving bonds in the amount of twenty-five

thousand dollars. He has supervision of the public schools, makes such rules as are necessary for carrying the school law into effect, and grants State certificates to teachers.

County Superintendents are elected quadrennially, giving bonds of twelve thousand dollars. They distribute the school funds to the several townships, visit all the schools in the county at least once annually, and report their condition to the State Superintendent.

A Board of Trustees, consisting of three members, and holding office for three years, is elected by each township. They twice annually apportion among the schools the money in the township treasury designed for such purposes. They also report the condition of the schools to the County Superintendent.

The Board of School Directors consists of three members, elected for three years, one annually. They levy taxes to support the public schools, appoint all teachers, and fix the amount of their salaries. They enforce uniformity of text-books, but cannot permit books to be changed oftener than once in *four* years.

The Common School Fund formerly consisted of the proceeds of a two mill tax levied on the total valuation of the property in the State, the interest on the School Fund, the net proceeds of sales of public lands, and the interest on what is known as the Surplus Revenue. In 1873, however, the Legislature provided that, in lieu of the two mill school tax, one million dollars should be annually appropriated out of the State School Fund, to pay the amount of the Auditor's orders issued for the distribution of said fund to the several counties. No part of the School Funds can be devoted to sectarian purposes.

School districts having a population of two thousand, elect a Board of Education consisting of six members, and three additional members for every additional ten thousand, instead of school directors. They are required to annually publish a report of the condition of the schools.

LEGISLATION DURING 1874.

The General Assembly during 1874 enacted a law prohibiting all school officers from excluding, directly or indirectly, any children from schools on account of color; the penalty in

each case being not less than five, nor more than one hundred dollars. Furthermore, any person who, by threats, menace, or intimidation, prevents any colored child, entitled to attend a public school, from attending such school, shall, upon conviction, be fined in any sum not exceeding twenty-five dollars.

The General Assembly likewise so amended Section 50 of the General School Law, as to abolish the provisional certificate. Every teacher must hold a regular certificate, either of the first or second grade. Certificates of the first grade are valid for two years, and certify that the holders are qualified to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, the elements of the natural sciences, the history of the United States, physiology, and the laws of health. Certificates of the second grade are valid for one year, and certify that the holder is qualified to teach orthography, reading, penmanship, arithmetic, English grammar, modern geography, and the history of the United States. The County Superintendent may at his option renew such certificates at their expiration, by his endorsement thereon, and may revoke the same at any time for immorality, incompetency, or other just cause.

A compulsory attendance bill was defeated in the Senate.

EIGHT YEARS PROGRESS.

	YEAR 1865.	YEAR 1872-3.
Number of districts in the State.....	10,062....	11,231
Number of schools.....	10,291....	11,396
Total number of pupils.....	580,304....	662,049
Total number of teachers.....	17,015....	20,924
Number of school-houses.....	9,164....	11,289
Total amount expended.....	\$3,193,636....	\$7,480,889.24
Average monthly salaries of male teachers	\$38.09....	\$50.00
Average monthly salaries of female teachers	24.96....	\$39.00
Total number of persons between the ages of six and twenty-one years.....	747,670....	882,693

INDIANA.

* HON. MILTON B. HOPKINS, Superintendent of Public Instruction, was born in Kentucky, though having lived in Indiana since he was eight years of age. His education was obtained at the Public Schools of the State, and at Private Seminaries. He was for many years a teacher, part of the time in the Common Schools, and a part as Principal of High Schools and Academies. He educated himself more and better by teaching than by attendance upon schools. In 1862, while farming, the Democratic Convention, without his knowledge, nominated him for the office of Superintendent of Public Instruction. He, however, declined the nomination. In 1870 he was again, unsolicited on his part, nominated for the same office. This time he accepted, led the ticket, and was elected by handsome majority. After serving two years, he was renominated by acclamation, and was re-elected by a majority of one thousand votes, though most of the same ticket was defeated. He was warmly solicited by friends of both parties to accept a fourth nomination, but refused to do so. His present term of office expires on the 15th of March, 1875.*

EDUCATION IN THE PAST.

INDIANA was admitted into the Union in 1816. Her Constitution enjoined the Legislature to provide by law for a general system of education, ascending in regular gradation from township schools to a State University, where tuition should be gratis and equally open to all. In 1821 the first school law of the State was passed. During the nineteen years that followed, this law was variously modified. All the legislation, however, seemingly failed to awaken an educational interest in the State, inasmuch as there were, in 1840, out of a population of nine hundred and eighty-eight thousand four hundred and sixteen, seventy thousand five hundred and forty persons, over twenty years of age, who could neither read nor write. About this time the subject of a free school system began to be agitated with renewed vigor in Indiana, and, in 1848, an Act providing a system of free schools was passed by the Legislature. It, however, left the counties to decide by a popular vote whether they would or would not adopt its provisions, and many of them preferred to cling to their old ways and prejudices. The Constitution of 1850, however, made it the duty of the Legislature to take decided steps to secure a greater diffusion of knowledge through the State. A new school law was enacted in 1855, and from that time the educational outlook in Indiana became much more encouraging.

* Mr. Hopkins died on the 18th of August—since the above was written.

PRESENT SCHOOL SYSTEM.

This law was subsequently amended in 1865, 1867, 1869, and 1873, and now embraces the following main features:

A State Superintendent is elected on general ballot for two years. He is charged with the administration of the school system, receives a salary of \$2,000 a year, is allowed \$1,800 annually for clerk hire, apportions the school revenue, supplies school libraries with public documents, visits each county in the State at least once during his term of office, is allowed \$600 annually for traveling expenses, is, *ex officio*, President of the State Board of Education, makes a biennial report to the Legislature, which meets only once in two years, and makes a report to the Governor on the off year.

The State Board of Education consists of the Governor, State Superintendent of Public Instruction, President of the State Normal School, and the Superintendents of Common Schools of the three largest cities in the State, viz., Indianapolis, Evansville, and Fort Wayne. The members of the Board, other than the Governor and Superintendent of Public Instruction, receive \$5 per day for their services when employed. The Board furnishes State certificates of qualification to teachers, and takes cognizance of such questions as may arise in the practical administration of the school system.

County Boards of Education comprise all the Township and School Trustees of the county, together with the County Superintendent. The special province of the County Board is to secure the best text-books for the schools, and, at the same time, uniformity. Most of its decisions are merely advisory. No text-book adopted by the County Board can be changed within three years from the date of such adoption, except by unanimous vote of all members of such Board.

County Superintendents, numbering ninety-two, one for each county, are selected by the Township Trustees for two years. They are required to hold County and Township Institutes, to determine appeals from Trustees, make and report the basis of apportionment of school moneys, visit the schools, and receive \$4 per day pay for every day employed. They average about \$800 pay per annum.

NINE YEARS' PROGRESS.

	1863-'64.	1873-'74.
Average length of schools in days.....	87....	105
Average length of schools in months.....	4.35....	5.25
Number enrolled in primary schools.....	370,964....	451,259
Number enrolled in high schools	19,804....	13,895
Average daily attendance of white children.....	.... ....	295,931
Average daily attendance of colored children..	.... ....	2,920
Number of districts in which schools were taught.....	7,907....	8,918
Number of districts in which colored schools were taught.....	.... ....	90
Number of white male and female teachers employed.....	.... ....	11,965
Number of male teachers employed.....	5,274....	....
Number of colored male and female teachers employed.....	.... ....	91
Number of female teachers employed.....	384....	....
Number of school-houses in the State.....	713....	9,202
Number of school-houses built within the year.	443....	465
Cost of same.....	.... ....	\$872,900 73
Teachers' Institutes held.....	.... ....	92

THE Convention of Indiana County School Superintendents laid on the table resolutions protesting against the educational provisions of the Civil Rights bill.

DISSENSIONS among the faculty of the Indiana Medical College have led to the organization of a new institution, to be called the "Indiana College of Physicians and Surgeons," and to be established also at Indianapolis.

REPRESENTATIVES from the State Collegiate institutions of Illinois, Ohio, Indiana, Iowa, and Wisconsin met in Chicago in June, 1874, and formally organized a society for promotion of oratory, called the Inter-State Collegiate Association of the Northwest. The first oratorical contest will occur at Indianapolis on the first Thursday in February, 1875. The chief prize is to be a gold medal, the second prize a silver one. The President is Charles F. Hunt, of Indiana.

IOWA.

HON. ALONZO ABERNETHY, State Superintendent of Public Instruction, was born in Sandusky County, Ohio, April 14th, 1836. When seventeen years old he moved to Iowa with his father; taught his first school during the following winter, studied three years and a half at the Educational Institution at Burlington, and entered the "University of Chicago," where he was pursuing his studies in the senior class when the war broke out. He immediately enlisted as a private in the ninth Iowa Infantry, was severely wounded at the battle of Pea Ridge, participated in the campaign down the Mississippi and around Vicksburg; fought with Sherman from Chattanooga to Atlanta, and from Atlanta to the sea, and returned home from the wars a Lieutenant-Colonel, having been promoted through all the successive grades from the ranks. In October, 1865, he was elected to the State Legislature of Ohio. Subsequently he married Miss Louise E. Eaton, became Principal of the "Baptist College" at Des Moines, and soon after the close of his first year was nominated for Superintendent of Public Instruction, and elected by a majority of 42,256, receiving a total vote of 109,156. He was re-elected October, 1873, for a term of two years. Col. Abernethy has a record to which he may well point with pride.

EDUCATION IN THE PAST.

IOWA was admitted into the Union in 1846. Her original Constitution provided for a State Superintendent, and enjoined the State Legislature to provide a system of Common School Education. The amended Constitution of 1857 gave the Board of Education full power to legislate and make all needful rules and regulations in relation to Common Schools and other educational institutions, aided from the school or university funds, subject to the revision and repeal of the General Assembly.

PRESENT SCHOOL SYSTEM.

The administration of the State Board of Education did not prove entirely satisfactory, and, accordingly, the Legislature reorganized the school system in 1863. It has since been amended in several particulars, and now embraces the following features:

A State Superintendent elected for two years.

County Superintendents elected for two years.

Township Boards of Directors, made up of three or more sub-directors for each township, who have the management of the township school fund.

Sub-Director for each sub-district, for the local management of the school.

State Superintendent Abernethy sends us the following:

Iowa provides for the free instruction of all its youth between the ages of five and twenty-one.

The educational system embraces the entire State, and contains about 9,000 schools, distributed in such a manner as to afford to all an opportunity for acquiring a common school education. The law requires all public schools to be kept in operation for at least six months during every year, and provides for their extension as much longer as the inhabitants may elect.

The schools are universally patronized. The people, in every portion of the State, and among all classes, tax themselves liberally for their support, and manifest an intelligent interest in promoting the efficiency and perfection of the schools and the school system.

While the great effort thus far has been in favor of elementary instruction, there are now four hundred well graded schools, many of them with high school departments, with courses of study extending through the natural sciences, higher mathematics, the ancient and modern languages. The number of these schools of a higher grade is rapidly increasing.

Each civil township constitutes a school district, which is divided into sub-districts for the purpose of determining where pupils shall attend school. A board of directors, consisting of one sub-director, elected annually from each sub-district, have the general control and management of the schools of their district.

There are thirteen hundred of these districts in the State, the greater portion of them embracing an area of thirty-six square miles, with boundaries coincident with those of the congressional townships.

All contracts, purchases, payments, and sales are made by the Board, who also locate the school house sites and determine the number of schools which shall be taught in each sub-district. It is their duty to visit the schools, and aid the teachers in establishing and enforcing rules for the government of the schools. They may discharge incompetent teachers, and may punish irregularity of attendance of pupils by exclusion from the privileges of the schools. They have authority to establish graded and union schools wherever they may be necessary.

In addition to these township districts, there are four hun-

Taxes for this purpose cannot exceed one per cent. of the taxable property of the district in any year, and must first be voted by the electors.

The aggregate paid teachers during the year ending September 15th, 1873, was \$2,248,676. The expenditures for the purchase of grounds and for school-houses for the same period was \$1,163,953. The amount paid for district libraries and apparatus, \$20,129, and the amount of all other contingent expenses, \$796,696, making a total expenditure for schools of \$4,429,455.

Large as this sum seems to be, however, the cost *per capita* for each person of school age per annum in the State, exclusive of school-house buildings, was but \$6.24, while the actual yearly expense of educating those who were enrolled in the schools during the last year was only \$8.82.

The law provides for a district, township, county, and State supervision. The public schools of each district are under the control of the Board; those of each county under the direct supervision of the County Superintendent; while the Superintendent of Public Instruction is charged with the general supervision of all the schools of the State.

Under the law, teachers' normal institutes are held in each county annually from three to six weeks.

LEGISLATION DURING 1874.

While the Legislature of 1874-5 made several minor changes in the school law, the only bill of general interest passed was one for holding Teachers' Normal Institutes. It stipulates that each County Superintendent shall hold annually a normal institute for the instruction of teachers, and those who may desire to teach, and with the concurrence of the Superintendent of Public Instruction, procure such assistance as may be necessary to conduct the same, at such time as the schools in the county are generally closed. To defray the expenses of said institute, he shall require the payment of a fee of one dollar for every certificate issued; also the payment of one dollar registration fee for each person attending the normal institute.

The first of a series of Conventions of the Iowa County School Superintendents, under the direction of the State Super-

intendent, was lately held. Many useful suggestions were made. State Superintendent Abernethy urged the County Superintendents to hold frequent examinations, and invite the attendance of the citizens. He said that he would not renew certificates without re-examination, or grant any on the testimony of other persons. Teachers ought to be progressive students all the time, and he declared that he would insist on this by not granting a low grade of certificate twice to the same person, for if they do not feel enough interest to improve their grade, they are not proper persons to engage as teachers.

TEN YEARS' PROGRESS.

	1863-4	1873-4
Number of schools.....	6,237....	8,816
Number of youth between the ages of 5 and 21 years	281,733....	491,344
Number of youth enrolled.....	199,750....	347,572
Total average attendance.....	111,185....	204,204
Average number of months school has been taught.....	4 m 2 d....	6 m 10 d
Average compensation of male teachers per month	\$22 09....	\$36 28
Average compensation of female teachers per month.....	\$15 68....	\$27 68
Amount paid teachers.....	\$570,115....	\$2,248,667
Amount paid for school houses, grounds, libra- ries, and apparatus.....	\$160,253....	\$1,184,082
Amount paid for fuel and other contingencies..	\$31,169....	\$796,696
Total amount expended for school purposes...	\$761,537....	\$4,229,455

THE history of the common school in the United States is a record of increasing intelligence and virtue. Its movement has been forward continually, delayed only, if delayed at all, by transverse currents of ignorance from abroad.

IF it is not a distinct part of the teacher's work, it is, at st, a *duty* to teach the pupil, both by precept and example, be honest and truthful.

KANSAS.

HUGH D. McCARTY, LL.D., State Superintendent of Public Instruction, was born on a farm in Washington County, Pa., March 9, 1822. He attended the academy at West Alexander, Pa., and graduated at Franklin College, Ohio, in 1849. In 1857 he proceeded to Kansas, and soon after became connected with the schools of Leavenworth, which connection, with the exception of three years spent in the army, continued for twelve years. Their present high state of perfection is mainly due to the thoroughness with which he performed his work. In March, 1863, he called the first Teachers' Institute ever held in Kansas, and called and aided in the organization of the State Teachers' Association, and was shortly after elected its President. At the same time he was elected editor of *The Kansas Educational Journal*, and has from that time forward contributed much time and money to its encouragement and support. In 1868 he was elected Superintendent of Public Instruction of the schools of Leavenworth County, and served two years. In 1870 he was elected State Superintendent, with the largest majority of any candidate on the ticket. In 1872 he was re-elected to the same position, with the largest vote of any candidate. The honorary degree of LL.D. was conferred upon him by the Regents of Franklin College, Ohio, June 26, 1873. Col. McCarty entered the army as a private, but was soon promoted to the position of Colonel. He was wounded a number of times, and very severely at the battle of Wilson's Creek, near the place and a few moments before Gen. Lyon was killed.

EDUCATION IN THE PAST.

KANSAS was admitted into the Union in 1859. Her Constitution, ratified October 4, enjoined the Legislature to "encourage the promotion of intellectual, moral, scientific, and agricultural improvement, by establishing a uniform system of Common Schools, and schools of higher grade, embracing Normal, Preparatory, Collegiate, and University departments." The Constitution further provided for a State Superintendent, County Superintendents, and a State Board of Commissioners. Sections sixteen and thirty-six, in every township of public lands, were set apart for schools; and seventy-two sections of land were set apart and reserved for the maintenance of a State University. Money from military exemptions, fines, and estrays, it was stipulated, should be applied to the support of common schools; furthermore, the proceeds of all school lands, and of the five hundred thousand acres under the Act of 1841, and of estates without heirs or will, should be a perpetual School Fund.

The Legislature proceeded to enact laws, in accordance with the provisions of the Constitution. These school ordinances

have been enlarged, abridged, or otherwise modified, nearly every year, particularly during 1864, 1868, 1870, 1872, and 1874, until they now embrace the following main features:

PRESENT SCHOOL SYSTEM.

The State Superintendent of Public Instruction is elected for two years. He performs the duties usually incumbent upon a Superintendent.

The State Board of Education comprises the Principals of the Normal Schools, the Presidents of the State University and Agricultural College, and the Superintendent of Public Instruction. This board meets annually, on the fourth Monday of August, and may issue to teachers, upon examination, a diploma for life, or a certificate for three years or five years.

The State Board of Commissioners for the management of the permanent School and University Funds, consists of the State Superintendent of Instruction, Secretary of State, and the Attorney-General.

County Superintendents are elected for two years. They apportion the school money according to the number of persons between the ages of five and twenty-one years in each school district, visit schools, note the condition of the various school-houses, and encourage Teachers' Associations. They receive salaries ranging from \$3 for every day's work performed, up to \$1,500 annually.

County Boards of Examiners consist of the County Superintendent and two competent persons appointed by the County Commissioners. No certificate issued to teachers by these boards is valid longer than for one year, and then only in the county where issued.

Teachers' Institutes are required to be held annually by the State Superintendent of Instruction, in the various judicial districts of the State; furthermore, County Superintendents are required to hold Institutes in all counties having fifteen different schools.

The School Month consists of four weeks of five days each, of six hours per day. Any District Board refusing the admission of any children into the common schools, shall forfeit to the county \$100 each for every month so offending.

COMPULSORY EDUCATION.

An Act passed by the State Legislature in March, and taking effect August, 1874, compels parents and guardians to send healthy children to public or private schools twelve weeks every year. Failure to do so is punishable with a fine of from \$5 to \$10 for the first offense, and from \$10 to \$20 for every subsequent offense. School Directors are compelled, under penalty of a fine, to see to it that this law is enforced.

LEGISLATION DURING 1874

During 1874, the State Legislature enacted seven other school measures, in addition to the one above. The only points of general interest are the following:

First. Any person convicted of unlawfully issuing school bonds of any description, shall be fined in a sum of not less than \$500, nor more than \$5,000, or be imprisoned for from one to twenty years.

Second. Hereafter there shall be taught, in every school district in the State, orthography, reading, writing, English grammar, arithmetic, and such other branches as may be determined by the District Board.

TEN YEARS' EDUCATIONAL PROGRESS.

	1863'-64.	1873'-74.
School districts.....	705....	3,404
Children of school age, males.....	25,574....	184,957
Children enrolled.....	15,103....	121,690
Average daily attendance.....	5,549....	71,062
Male teachers employed.....	164....	1,880
Female teachers employed.....	527....	2,143
Average monthly salary of male teachers..	\$27 00....	\$38 43
Average monthly salary of female teachers..	\$16 10....	\$30 64
Amount paid teachers.....	\$24,845 27....	\$716,056 08
Disbursement of State School Fund.....	\$12,918 14....	\$231,917 28
Amount raised by district tax.....	\$12,300 59....	\$931,958 69
Total number of school-houses (1867)...	703....	3,133
Value of school-houses.....	\$32,972 60....	\$3,408,956 00

KENTUCKY.

HON. HOWARD A. M. HENDERSON, Superintendent of Public Instruction, was born in Paris, Ky., August 15, 1836. His father was a distinguished scholar and educator, and was killed by an accident in 1841. Howard Henderson received his preparatory education at the Franklin Academy, Dover, N. H., and his collegiate training at the Ohio Wesleyan University, Delaware, O. He also graduated at the Cincinnati School of Law and Commerce. He entered the ministry of the Methodist Episcopal Church South, in 1857, and has been a pastor at Newbern and Demopolis, Ala., and Frankfort and Lexington, Ky. He is distinguished for pulpit and platform oratory. He was a Lieutenant-Colonel in the Confederate States army. He was elected Superintendent of Public Instruction in 1871 for a term of four years, and is a candidate for re-election. He is the editor of *The Kentucky Freemason*, and a contributor to the leading magazines and periodicals of the country, and a hard worker. The degree of D.D. was conferred upon him by the Kentucky Military Institute, in which he was formerly a professor.

EDUCATION IN PAST YEARS.

KENTUCKY was admitted into the Union as a State in 1791. No general provision, however, was made for Common Schools until 1821, when one-half of the clear revenue of the Bank of the Commonwealth were set aside as a literary fund. In 1830, a bill "to establish a uniform System of Public Schools" was passed containing this proviso: "Any widow over twenty-one years of age, residing and owning property subject to taxation for school purposes in any school district, shall have the right to vote, either in person or by written proxy;" also infants so situated, may vote by proxy. In 1838, a system of Common Schools was established, embracing a Board of Education, and a Superintendent of Public Instruction. In 1854, provision was made by the Legislature for the education of one hundred and fifty teachers in the State University at Lexington.

RE-ORGANIZATION OF THE SCHOOL SYSTEM.

Other educational legislation followed until the winter of 1872-3, when the whole school system was re-organized, and now comprises the following general features:

The Superintendent of Public Instruction is elected for four years, and his salary has been increased to three thousand dollars per annum. He is also empowered to appoint a clerk at an annual salary of twelve hundred dollars. He is enjoined by law to ascertain the net revenue for school purposes, and the pro-rata

each child is entitled to ; to report to the County Judge any delinquencies of subordinate school officials, to annually distribute through the State the school laws, and information bearing upon schools, and to furnish blanks for reports, certificates, etc., and to perform other duties generally devolving upon superintendents.

The State Board of Education formerly consisted of the Attorney-General, Secretary of State, and Superintendent of Public Instruction. To these have been added two professional educators, who, together with the Superintendent, constitute a Standing Committee, to prepare rules, by-laws, and regulations for the government of the Common Schools, and also to recommend a proper course of study, and suitable series of text-books, to be adopted at discretion by the County Board of Examiners. The two professional educators belonging to the Board are Professor W. H. Bartholomew of Louisville, and Professor R. W. McRery of Shelbyville.

The State Board of Examiners consists of the State Superintendent and two practical educators appointed by himself, they hold sessions in July for the examination of teachers applying for State certificates. These certificates, for which the examiners are allowed to charge three dollars, entitles the receivers to teach for five years in any of the Common Schools without examination by County Boards.

The County Commissioners correspond to County Superintendents in other States, and their functions are of a similar character. They are elected by the presiding County Judges and Justices of the Peace for two years.

The County Board of Examiners consists of the County Commissioner and two "well educated and competent persons," appointed by him. The three examine teachers for certificates, and select from the list of text-books prescribed by the State Board, a uniform series of text-books to be in use two years.

The School Fund consists of six per cent. interest on a \$1,327,000 bond issued January 1870, in aid of Common Schools, the dividends on seven hundred and thirty-five shares of the stock of the Bank of Kentucky, and whatever distinct tax the people of the respective school districts may vote at the annual election for trustees to impose upon themselves. The old law made the tax obligatory. Now the people of the districts

can decide for themselves whether they will impose any tax, and if so, how much up to twenty-five cents on every one hundred dollars of taxable property.

Trustees (only one to a district) are elected in July. They may locate school-houses, and organize school libraries.

Teachers' Institutes are required to be held annually during July or August by the respective County Commissioners and the teachers are required to attend them.

The legal school year is five months of twenty-two days each. The scholastic age is from six to twenty years. The law specifically says, "No books, tracts, paper, catechism, or other publications of a sectarian, infidel, or denominational character shall be used or distributed in any Common School, nor shall any sectarian or infidel doctrine be taught therein."

COLORED COMMON SCHOOLS.

Laws passed 1874.

In February last, the General Assembly of the State passed an act to establish a Uniform System of Common Schools for the colored children of the Commonwealth, which contains the following provisions: "It shall not be lawful for any colored child to attend a Common School provided for white children, nor for a white child to attend a Common School provided for colored children. No school-house erected for a colored school shall be located nearer than one mile of a school-house erected for white children, except in cities and towns, where it shall not be nearer than six hundred feet." The colored school officers and teachers may organize for themselves a State association and auxiliary county institutes under similar provisions to those made in the General Statutes for the officers and teachers of white schools. A colored school fund is provided for, consisting of the revenue tax on taxable property and dogs owned by colored persons, fines, penalties, and forfeitures imposed upon and collected from colored persons, and the moneys derived from Congressional land grants. The pro-rata share of the latter to each colored pupil shall not exceed that apportioned to the white. The scholastic age for colored children is from six to sixteen years.

"The State and County school officials shall have the same

general control over the colored schools which they exercise over the white schools. The State Board of Education shall prescribe a course of study and adopt rules for the government of the colored common schools." In accordance with this last provision of the act, the State Board have met and decided upon rules and regulations for the government of the colored schools; they do not differ materially from those for white schools.

EDUCATIONAL STATISTICS.

In reply to our request for the educational returns for the year 1873-'74, Superintendent Henderson writes us: "Our statistics are so imperfectly reported that I cannot satisfactorily fill the blank." What is true of this year appears to have been true of a series of years. We would suggest that the association organized last summer, under the name of "The Society for the Advancement of Education in Kentucky," directs its first efforts to the obtaining of annual educational statistics. Even ten years ago, and during the war at that, returns were made and collated. Of the one hundred and ten counties in Kentucky, one hundred and eight officially reported to the State Superintendent for the school year ending December 31, 1862. The whole number of children living in districts in which common schools were taught three months and over, in conformity to the general law, was one hundred and fifty-eight thousand nine hundred and eighty-nine. The average number attending school was forty-three thousand six hundred and fifty-four. The whole amount of funds in the treasury to the credit of common schools on the first of March, 1863, was \$341,528.30. The number of school children, white and black, reported for the year 1873, was four hundred and sixteen thousand seven hundred and sixty-three, an increase of ten thousand seven hundred and sixty-three over the previous year. Notwithstanding his inability to obtain educational statistics from the various counties of the State, Superintendent Henderson says, in his report for last year: "It is my gratifying privilege to state that it has been a year of substantial progress in every department of the school system. With but rare exceptions, the reports of the Commissioners, and correspondence of this office, bear to the Superintendent cheering evidence of a great educational revival pervading almost every section of the State."

LOUISIANA.

HON. WILLIAM G. BROWN, State Superintendent of Public Instruction, was born in Trenton, N. J., in 1832. In early youth he removed to Demerara, where he received his education, and remained until 1868. The emancipation of the slaves, and the restoration of the Southern States to their place in the Union, as well as the necessities of his people, prompted him, with many others, to return to the United States. He proceeded to Louisiana in 1868, and at once identified himself with the important movements then agitating all classes. Without seeking office himself, he rapidly mastered the situation, identifying himself with the people, and acquiring a reputation as a journalist, teacher, and speaker. He was elected State Superintendent of Public Education in 1872, for four years.

EDUCATION IN THE PAST.

LOUISIANA was admitted into the Union as a State in 1812. Authority had been given, four years before, to institute elementary schools in each parish. In 1819 they were placed under police juries, and in 1821 under five trustees, appointed by the police jury of each parish from the resident land-owners. During the same year, \$800 were annually appropriated to each parish for such schools, which sum could be increased by a local tax on the property of the parish. From 1833 to 1846 the General Assembly made the Secretary of State Superintendent of Public Education, and enacted other school legislation. The results, however, were not satisfactory. In his report, dated March 10, 1846, Hon. Charles Gayarre, then State Superintendent, said: "I am fully satisfied that, except in some parts of the State, the existing system has not produced the beneficent results which were expected from it, that it is extremely vicious and imperfect, so far as it applies to the county parishes, and that there has been a lavish expenditure of the public money to comparatively little purpose." Accordingly, in 1847, a new bill was passed by the Legislature to establish free public schools for all white children between six and sixteen years of age. It provided for the appointment of a State Superintendent and Parish Superintendents, the collection of a one-mill tax, and the establishment of a State School Fund out of a consolidation of all land grants (seven hundred and eighty-six thousand and forty-four acres, for common schools) and individual donations made for educational purposes. To these revenues was added, in 1855, a capitation tax of \$1 on

each free white male inhabitant over twenty-one years old. Still this new school system did not find favor.

A sparse population, and the antagonisms existing between the white and negro populations, together with other causes, stayed the progress of education until the war came on, when it was almost wholly arrested.

EDUCATION AFTER THE WAR.

The Constitution adopted in 1868 provided that a State Superintendent of Public Education should be elected for four years; furthermore, that all the children of the State, between six and twenty-one years, should be admitted to the public schools or other institutions of learning sustained or established by the State in common, without regard to race, color, or previous condition.

In harmony with the above, the General Assembly passed "An Act, No. 121, approved March 10, 1869, to regulate public education in the State of Louisiana, and to raise revenue for the support of the same."

This act provided for the appointment of a *State Board of Education*, consisting of the Superintendent of Public Education, and of one member from each Congressional District in the State, and two from the State at large, under the management of which board all schools established and maintained by the State should be placed.

The act further provided for the division of the State into districts, six in number, and for the appointment of Division Superintendents, one for each Congressional District, to whom was intrusted the supervision and general management of the schools in their respective districts, subject to the direction and control of the State Board of Education.

Provision was further made for the appointment, by the State Board of Education, of District Boards of School Directors for each school district in the State, who were empowered to establish and control the schools in their respective districts, subject to the supervision of the Division Superintendents.

To carry into effect this new school act, a two-mill tax on the taxable property in the State was authorized and directed, leaving it with the electors to raise, or refuse to raise, a voluntary additional local tax necessary for erecting or hiring school buildings. But little was accomplished the following year,

owing to the unsettled affairs of the State, resulting from the late war. However, the State organization, viz., State Board of Education, was perfected, and Division Superintendents appointed, also many of the parish and town or district school boards organized. The principal educational event of the year was the enforcement of the rights of the colored children to admission into the schools.

PRESENT SCHOOL SYSTEM.

The General Assembly of the State, at its extra session of 1870, repealed the provisions of Act No. 121, approved March 10, 1869, which necessitated the reorganization of the whole system, and substituted Act No. 6, approved March 16, 1870. Section three of this act requires the Governor to immediately appoint, on the nomination of the State Superintendent of Public Education, with the consent and advice of the Senate, one Division Superintendent for each of the divisions (Congressional Districts) and one for the city of New Orleans. Term of service, three years. Salary, \$2,500 per annum.

Section four provides that the six Division Superintendents, with the State Superintendent of Education, should constitute a State Board of Education. The State Superintendent is, *ex officio*, President of the Board, and its executive officer.

The State Board of Education appoints Parish, City, Town, and District Boards of School Directors; (2) makes all needful rules and regulations for the government of the public schools throughout the States; (3) sees to the enforcement of the constitutional provisions relative to the admission of children into the schools, without regard to race, color, or previous condition; and (4) recommends a uniform series of text-books, and prescribes a course of study for the schools.

The State Superintendent has the custody of all the State educational documents, files the papers and reports submitted by the Division Superintendents of the several divisions, keeps records of all matters pertaining to his office, makes a report to the General Assembly at each session, and appoints a secretary, at a salary of \$3,000 per annum. His own salary is \$5,000 per annum, and he is elected for four years. He is charged with the general supervision of the Division Superintendents, and the carrying into effect of the school system, holding meetings

with the Division Superintendents in the several divisions of the State at least once a year. He issues teachers' certificates of qualification, apportions the current school fund, and examines and approves all plans for school buildings.

Division Superintendents have the general supervision of all the public schools within their respective divisions, subject to the rules and regulations of the State Board, and direction of the State Superintendent. They examine teachers, issue certificates of qualification, valid for one year for their respective divisions, hold Teachers' Institutes, organize Teachers' Associations, audit treasurers' accounts, make reports to the State Board and State Superintendent of Public Education, transmit to District Boards of School Directors or teachers, all blanks, circulars, and communications from the State Superintendent or State Board of Education, and entertain and decide all appeals taken from District School Boards to the State Board of Education.

Boards of School Directors elect a president, secretary, and treasurer from among their members, the treasurer giving a \$5,000 bond, establish and maintain schools in their respective districts, make and carry into effect contracts with teachers and others, receive and disburse all school moneys, superintend and visit schools, and make reports to the Division Superintendent and State Superintendent, as called for from time to time.

Section forty-four provides that the Bible shall not be excluded from the public schools, but no pupil shall be required to read it contrary to the wishes of parents or guardians.

The school month consists of four weeks of five days each.

LEGISLATION DURING 1874.

The General Assembly of 1874 passed two acts.

Act 123 provides that the revenues of each year shall be for the expenses of each year respectively, and that School Directors shall be appointed from the City of New Orleans at large, instead of from Representative Districts, as before. It makes provision for the special examination of applicants for position of teacher in the Normal and High Schools, and the grading of the teachers in the Grammar, Intermediate, and Primary Schools; and for the appointment and removal, suspension and reinstatement, of teachers.

Section five provides for the appointment of an Assistant

Division Superintendent for the Sixth Division, New Orleans; salary, \$2,500 per annum.

Section nine provides that in case of failure on the part of the Mayor and Administrators to cause to be levied and collected the school tax, as provided, the failure shall render his or their offices *ipso facto* vacant. The Governor shall fill the same by appointment.

Act 122, section one, provides that all Town and City Boards of School Directors be abolished, except the New Orleans City Board, and that the Parish (county) Boards of School Directors perform the duties of the abolished boards; also that no School Director shall officiate or draw salary as teacher.

Section four authorizes the State Board of Education to designate what text-books shall be used in the public schools.

Section five provides for the enumeration of the scholastic youths in the State to be made under the supervision of the State Board.

The General Assembly of 1874 also passed Act No. 125, to carry into effect the purposes of the donation by the United States of public lands for the benefit of Agricultural and Mechanical Arts, and to establish a college for that purpose.

EDUCATIONAL PROGRESS,

The following figures show the progress made since the present school system went into effect:

	1870.	1873-'74.
Number of Normal Schools in the State.....	I....	I
School districts in the State.....	....	483
School-houses erected during the year.....	....	101
Estimated total value of school-houses.....	....	\$573,510 00
Pupils enrolled in the schools.....	23,223....	57,433
Male teachers employed.....	112....	865
Average wages.....	....	\$42 50
Female teachers employed.....	412....	611
Average wages.....	....	\$42 50
Amount of State School Fund.....	....	\$1,050,000 00
Number of illiterate children.....	....	92,105
Legal school age.....	6 to 21....	6 to 21
Average cost for schooling for each scholar...	....	\$12 81 $\frac{1}{2}$
Total receipts for school purposes.....	....	\$678,473 52
Total expenditures.....	....	\$579,502 26

MAINE.

HON. WARREN JOHNSON, State Superintendent of Common Schools, was born December 24, 1830. He fitted for college at Farmington Academy, and entered Bowdoin College in 1850, graduating in 1854. He then served one year as Principal of Foxcroft Academy, and two years as Tutor in Bowdoin College. In the fall of 1857 he established what is now known as "Johnson Family School for Boys," at Topsham, of which school he continued in charge until appointed to his present position in April, 1868. He was re-appointed State Superintendent in 1871, and again in 1874.

EDUCATION IN PAST YEARS.

THE first Constitution of Maine (1820), stipulated that the several towns should provide, at their own expense, for the maintenance of public schools, academies, seminaries of learning and colleges. Upon the following year the Legislature required the towns to raise a school tax, which amounted to at least forty cents for each inhabitant. This fund was apportioned under local agents appointed by each town, for the support of public schools, "equally free and accessible to all between the ages of four and twenty-one years." Superintending committees exercised a general supervision of school affairs. In 1825, the selectmen were required to make returns once in three years to the Secretary of State, of the number of school children, the number in actual attendance, and the amount expended for school purposes in their respective towns. In 1828, twenty townships of the State lands were set apart to be sold for the establishment of a permanent School Fund. In 1834, towns were permitted, by legislative enactment, to dispense with local agents, and place all their schools under one Board. In 1846, a State Board of Education was instituted, and the first Teachers' Institute was held. These, however, continued in existence only a few years. The State Teachers' Association had been organized eight years before. In 1863, a State Normal School was opened at Farmington. Two years later a second one was founded at Castine. In 1869, the office of County Supervisor was established, but subsequently abolished.

PRESENT SCHOOL SYSTEM.

The school system of the State, as it now exists, embraces the following main features:

The State Superintendent is appointed by the Governor and Council for three years, or during the pleasure of the Executive, at a salary of eighteen hundred dollars annually. He exercises a general supervision of schools, advises and directs town committees, collects and disseminates information relating to school systems, etc., prescribes studies to be taught, acts as superintendent of the State Normal School, holds County Teachers' Institutes, on the application of twenty-five teachers in any county, makes the necessary arrangements for holding State Educational Conventions, and annually presents to the Governor and Council the result of his inquiries, investigations and labors generally.

Superintending School Committees consist of three members in each town, one elected each year for the term of three years. They examine candidates possessed of good moral character in reading, spelling, English grammar, geography, history, arithmetic, book-keeping, and physiology, employ and dismiss teachers for the several districts; prescribe regulations for the studies, books, discipline, and prepare and forward to the State Superintendent an annual report of the condition of the schools for the year, the proficiency made by the pupils, and the success attending the modes of instruction and government of the teachers. They are likewise required to make out an annual statement containing the following among other particulars: the amount of money raised and expended for the support of schools in their respective towns, average length of summer and winter schools, and number and wages of male and female teachers. They are allowed one dollar and fifty cents a day, and all necessary traveling expenses when in the performance of their duties. Instead of such Committee, however, any town is authorized to choose a Supervisor of Schools, whose duties and pay are as above.

School Agents are elected by towns or districts. They look after the school-houses, provide fuel, etc., keep an account of

the expenditures, and return certified lists of children to Assessors.

Teachers are not entitled to pay for their services until they have deposited with their respective Superintending Committees registers of their schools properly filled up.

The *School Fund* consists of one quarter of one per cent. tax on all deposits in Savings Banks, one mill per dollar tax on all assessed property in the State, and the interest on the permanent fund. The total amount of the School Fund for the year ending April 12, 1874, was \$374,606.

In 1872-3, the Legislature on the advice and recommendation of the State Superintendent, passed an act providing for the establishment of Free High Schools. It stipulated among other things that any town establishing and maintaining a Free High School for ten weeks in a year, should receive from the State one-half the amount actually expended for instruction in said school.

Warren Johnson, the State Superintendent of Common Schools, writes us: "The school revenue has been increased one-third by the direct tax on property of the State. The Common School branches have been enlarged by adding book-keeping and physiology. The Free High School System, established two years, is a great stride towards superior education, and takes the place of the Academy System, thus affording free education to all from the primer to the threshold of the college proper. State uniformity of text-books is settled by the 'Bath plan,' so called. By this arrangement towns furnish books to the youth free of expense, same as school-houses and tuition. Legislation and public opinion begin to demand better supervision, which in time will give us some efficient agency intermediate between State Superintendent and Town Committees. Compulsory education passed one branch of the Legislature of 1872-3 unchallenged, and failed in the popular branch by only three votes."

No educational legislation of importance took place during 1874.

TEN YEARS' PROGRESS.

	1863-64.	1873-74.
Number of children registered in summer schools....	141,168	116,750
" " " " winter "	130,359	128,134
Number of school districts in the State.....	4,059	3,907
Number of school-houses.....	3,827	4,083
Number of school-houses built during the year.....	75	122
Cost of the same	\$77,003 00	\$153,695 00
Number of male teachers employed in summer.....	116	140
" " " " winter.....	2,203	1,904
" " female teachers " summer.....	4,059	4,004
" " " " winter	1,812	2,327
Average wages of male teachers, excluding board, per month.....	\$24 10	\$34 28
Average wages of female teachers, excluding board, per week.....	\$1 94	\$3 79
Amount of School Fund.....	\$168,677 00	\$319,273 00
Aggregate of expenditure for school purposes.....	\$833,516 64	\$1,147,242 00

LANGUAGE is transformed with time. The French language of our day is not the French of five centuries ago; the Frenchman of to-day must study specially and with dictionaries before he can read the French of the past. So language alters, changes, even when there has been no displacement of population. And all the more when immigration intervenes; if mixture occurs, the language will be altered, and a new language will arise. This new language may differ so much from the primitive one as to appear, at first, to have no resemblance to it. This may happen not only for one people and for one language, but for many. A language may also become the mother of many different languages. But these daughter languages always preserve something in common with that from which they descended; and men who have made these questions the object of continued study, the linguists, know very well how to discover the filiation.

A Rochester (New York) paper notes the fact that three of the Hamilton College graduates have entered journalism, and goes on to say that "it is a hopeful sign that so many journalists regard a liberal education as a necessary preliminary to their professional duties."

MARYLAND.

M. A. NEWELL, Principal of the Maryland State Normal School, Secretary of the State Board of Education, and (*ex officio*) State Superintendent, was born in Belfast, Ireland, educated at Belfast College, and afterwards at Trinity College, Dublin. He went to Baltimore in 1848, and was appointed Professor of Natural Sciences in Baltimore High School in 1849. He was Professor of Mathematics in Madison College, Pennsylvania, in 1854; and was Principal of the Commercial and Collegiate Institute in Baltimore from 1856 to 1862. During the War he held the Principalsip of a City Grammar School. In 1865 he was appointed Principal of the State Normal School, which he then organized. In 1868, on the overthrow of the "Van Bokkelen" school system, he was continued as Principal of the Normal School, and was made State Superintendent without additional salary. In the various changes which have since taken place, he has not been disturbed. He has written six Annual School Reports, which are models of brevity, and is joint author (with Superintendent Creery) of a series of Readers.

EDUCATION IN THE PAST.

MARYLAND was one of the thirteen original States. Her first Constitution, that of 1776, contained no educational provisions. The same was true of that of 1851. So far back, however, as 1723, "free schools" were established in many of the counties. Subsequently, teachers, as would appear from the following advertisement in the Baltimore *Gazette* of February, 1774, were subjects of barter and sale: "To be sold, a schoolmaster, an indentured servant that has got two years to serve.—John Hammond, near Annapolis. N. B.—He is sold for no fault, any more than we are done with him. He can learn book-keeping, and is an excellent scholar." In 1825, an Act was passed "to provide for the public instruction of youth in primary schools." It established the offices of State Superintendent, County Commissioners, and School Inspectors. Two years later the office of State Superintendent was abolished.

The Constitution of 1864, the first that made any provision for Free Schools, decreed that Free Schools should be taught in every School District at least six months in each year. It provided for general and local supervision, and fixed an annual tax upon the property of the State, to create a School Fund, to be divided among the counties and the city of Baltimore, according to population, between the ages of five and twenty years. The general supervision was vested in a State Board of

Education, composed of the Governor, Lieutenant-Governor, Speaker of the House of Delegates, and State Superintendent of Public Instruction. The local supervision was to be entrusted to School Commissioners selected by the State Board. Acting under the mandates of the Constitution, the General Assembly organized, with great unanimity, a system of Public Instruction to which no material amendments were made during the two succeeding years. Then followed a series of advancing and retrograding legislative enactments, which had but little effect on the educational interests of the State. In brief, the General Assembly of 1872 repealed the School Act of 1870 (which had repealed the Act of 1868, which, in its turn, had repealed the Act of 1865), and then re-enacted it with but very slight changes.

THE PRESENT SCHOOL SYSTEM.

The law of 1870, modified and re-enacted in 1872, is now in force in the State. The following are its main features, embracing the leading amendments of 1874:

The State Board of Education comprises the Governor, the Principal of the State Normal School, and four persons appointed by the Governor and the Senate jointly. They have the general care and supervision of the Public School interests of the State; act as assistants and advisers of the various County Boards; examine candidates for the office of County Examiner when requested to do so; and grant "professional certificates" to experienced teachers. They receive no salary, and are, *ex officio*, Trustees of the State Normal School. The Principal of the School is the executive officer of the Board.

The Board of County School Commissioners consists of three persons (in the larger counties, five) appointed by the Judges of the Circuit Courts. They serve for two years, and can be paid *per diem* for their services a sum not exceeding \$100 each a year. They have the general supervision and control of all schools in their respective counties, build and furnish school-houses, fix the salaries of teachers, and purchase and distribute text-books. They elect persons not members, who serve as Secretary, Treasurer, and Examiner. The Secretary corresponds precisely to the County Superintendent elsewhere. He is compelled to devote his whole time to school work, and receives a salary varying from \$500 to \$2,500.

The Board of District School Trustees consists of three persons annually appointed by the County School Commissioners. They appoint and remove teachers for their respective districts, decide within certain limits what branches shall be taught, and attend to all repairs, and charge the cost among the incidental expenses of the school.

The County Examiner is required to visit the various schools in his jurisdiction at least twice every year, and make quarterly reports of his observations to the County Board.

Schools, free to all whites between six and twenty-one years of age, are required to be kept open in every school-house district for ten months during every year. The school year is divided into four terms.

Teachers cannot be employed unless holding a certificate of qualification from the County Examiner, or from the State Board of Education, or a graduate's diploma from the State Normal School.

Teachers' salaries are fixed by the Board of County School Commissioners, who also decide upon the text-books to be used. The latter must contain nothing of a sectarian or partisan character.

The State Normal School is under the control of the State Board of Education, who appoint a principal at a salary of \$2,500 per annum. The Normal School is required by law to be located at Baltimore, and is free as regards tuition and text-books for those preparing to teach.

The annual sum of \$10,500 is appropriated for the support of the Normal School, and the principal is allowed his traveling expenses in attending meetings of Teachers' Institutes and superintending the schools throughout the State.

A Teachers' Institute is held once a year in each county. Time is always given, and generally traveling expenses allowed in part.

County Associations, District Associations, and the State Teachers' Association, are recognized and encouraged by law.

A small appropriation (\$10 a year) is allowed for a Library in each School District.

The School Fund consists of an accumulated Free School Fund made up from a variety of sources, and of a State tax of twelve cents (not ten, as printed in the law) on the \$100, for the support of the Free Schools (white and colored) and the State

Normal School. A county school tax can be levied at the discretion of the county officers, varying in practice from ten cents to twenty-five cents on the \$100.

There are no rate-bills, and no local taxation. In a few instances teachers' salaries are supplemented by a voluntary subscription.

The County School Commissioners are required to establish one or more Free Schools in each election district for colored youth between six and twenty years of age; these schools to be under the direction of a special Board of Trustees, appointed by the Board of County School Commissioners, subject to the same laws, and furnishing instruction in the same branches as the schools for the white children. Colored schools have been established in every county in the State, and it is thought that the number of scholars in attendance this year will amount to twenty thousand. At the last annual meeting of the School Commissioners of the State, a resolution was adopted calling for a larger appropriation of money for the support of Public Schools; which the late Legislature endorsed by raising the appropriation from \$50,000 to \$100,000.

EIGHT YEARS' PROGRESS.

The following tables show the educational progress made in Maryland since 1865, when the first State School System went into operation. The figures for 1865 do not include Baltimore city.

	1865-'66.	1873-'74.
Average number attending school.....	43,750....	60,817
Total number of different pupils.....	64,793....	130,324
Number of teachers.....	1,533....	2,555
Whole number of schools.....	1,219....	1,742
Amount paid for teachers' salaries.....	\$356,680 50....	\$889,486 47
Amount paid for building, repairing, and furnishing school-houses...	\$20,078 41....	\$197,387 10
State school tax.....	\$256,930 78....	\$268,804 71
Free school fund.....	\$95,762 56....	\$48,735 18
State donations for public schools.....	\$16,500 00....	\$13,000 00
Total receipts of school revenues.....	\$514,154 94....	\$1,354,066 71
Total disbursements	\$477,425 63....	\$1,354,066 71
Cash on hand.....	....	\$44,541 20

MASSACHUSETTS.

HON. JOSEPH WHITE, LL.D., Secretary of the Massachusetts Board of Education, was born at Charlemont, Franklin County, Mass., November 18, 1811, where he resided till the beginning of his eighteenth year, when he commenced the double task of teaching school and fitting for College, pursuing his preparatory studies at Bennington, Vermont. He entered Williams College in 1832, and graduated in 1836, with one of the highest honors of his class. After teaching nearly a year, he commenced the study of law in Troy, New York. He was a tutor in Williams College in the years 1839-40. He practiced law in Troy, from May, 1841, to December, 1848, when he removed to Lowell, Massachusetts, where he had charge of a large manufacturing corporation. He represented the county of Middlesex in the Senate during the session of 1857, and was Chairman of the Joint Committee on Education. He was Bank Commissioner nearly three years, from April, 1858. He was chosen a Trustee of Williams College in 1848, and Treasurer in 1859, and removed to Williamstown in 1860, where he still resides. January, 1861, he entered upon the duties of the office of Secretary of the Massachusetts Board of Education, which office he still holds. He has ever been the earnest advocate of the most ample provisions, at the public expense, for the most thorough education of all the children of the Commonwealth, as their indefeasible right, and as the only sure basis of the stability of free institutions —one of the results of which has been the increase of the number of High Schools in the State—from 108 in 1861, to over 190 at the present time.

EDUCATION IN THE PAST.

THE first educational ordinance in Massachusetts bears date of 1642. It enjoined the Selectmen of every town "to keep a vigilant eye over their brethren and neighbors, seeing to it that they teach their children and apprentices, by themselves or others, so much learning as may enable them to read the English tongue, and the capital laws, upon penalty of twenty shillings for each neglect therein." The Constitution of 1780 contained a section from the pen of John Adams, to the effect that wisdom and knowledge were necessary for the preservation of the people's rights and liberties, and that these depended on spreading the opportunities and advantages of education in various parts of the country, and among the different orders of the people. In 1789, towns were required by a general act to sustain schools wherein children could be taught to read and write, "and instructed in the English language, arithmetic, orthography, and decent behavior." In 1825, a Commission was appointed by the Legislature to prepare a system for liberally educating persons unable to obtain a collegiate education. In 1826 Town School Committees were provided for by legislative enactment. In

1827, the Legislature thoroughly revised the school laws. All towns were authorized to raise as much money as they might deem necessary for school purposes. In 1834, children under fifteen years of age were prohibited from working in factories unless they had attended school during three months of the preceding year. In 1836 and 1837 the school laws again underwent revision. A Board of Education was instituted; school districts were authorized to expend \$50 for the first year and \$10 for each succeeding year, in establishing and maintaining libraries. In 1842, the Normal Schools were for the first time designated as State Normal Schools, and \$6,000 annually for three years were appropriated to continue them. In 1846 the Legislature for the first time made an appropriation for the support of Teachers' Institutes. In 1850, the Board of Education was authorized to supply every school district with a copy of Worcester's or Webster's large dictionary. In 1853, the Legislature established free State Scholarships in the various colleges in the State, but the act creating them was repealed in 1866. In 1857, the following amendment to the State Constitution was ratified: "No person shall have the right to vote or be eligible to office under the Constitution of this Commonwealth who shall not be able to read the Constitution in the English language, and write his name, unless prevented by physical disability from complying with the requirement, and unless he already enjoys the right to vote. All moneys raised by taxation in towns and cities for the support of public schools, and all moneys appropriated by the State for the support of common schools shall never be appropriated to any religious sect for the maintenance exclusively of its own schools." In 1857, towns were authorized to establish evening as well as day schools. In 1871, the Legislature appropriated \$10,000 from the School Fund for the maintenance of Special Agents of the Board of Education, whose duties conform to a certain extent to those of County Superintendents in other States.

PRESENT SCHOOL SYSTEM.

The State Board of Education (established in 1837) comprises the Governor, Lieutenant-Governor, and eight persons appointed by the Governor, holding their positions eight years, and one

retiring each year in the order of appointment. The following are the names of the present Board, of which the Governor and Lieutenant-Governor are *ex officio* members: Phillips Brooks, Henry Chapin, Alonzo A. Miner, Gardiner G. Hubbard, William Rice, Constantine C. Esty, Edward B. Gillett, C. C. Hussey. The act organizing this Board virtually entrusts the school interests of the State to the charge of the members, and requires them to submit annually to the Legislature a detailed report of all their doings, with such observations for perfecting the school system as their observation and experience may suggest.

The Secretary of the Board is the executive officer, his functions being similar to those of State Superintendents. The law requires him among other things to collect and disseminate as widely as possible, through every part of the Commonwealth, "all valuable educational information." Horace Mann was the first secretary.

There is also a *General Agent*, whose time is devoted to visiting schools, conferring with school committees and teachers, lecturing on educational topics, and, in general, "doing as the Secretary would do, if he were present." Abner J. Phipps, Ph.D., has filled this position since 1867.

Samuel C. Jackson, D.D., is Clerk of the Board, and Acting Librarian of the State Library, the Secretary being nominally the Librarian.

A School Committee of three persons, or a number which is a multiple of three, is elected in each town, to examine teachers, visit schools, and to have a general oversight of the schools of the town. In the cities, and some of the larger towns, the school committee appoints a Superintendent, who has the immediate charge of the schools. The School Committee select the school books for their respective towns, and no change can be made except by unanimous vote, unless the committee consists of more than nine persons.

Prudential Committees are elected in some of the towns, and perform some of the duties of the School Committees.

Every town having five hundred or more families is required to maintain a public High School. Provision for the special education of teachers is made in five State Normal Schools, three of which are for both sexes, and two for female teachers only.

A Girls' High and Normal School and a Training School are

also maintained by Boston, for preparing teachers for Primary Schools.

The School Fund was first provided for in 1834, out of the sale of lands in Maine, and claims of the State on the Government of the United States for military services. It was originally limited to \$1,000,000, but the maximum has been steadily raised from time to time, and the fund now amounts to more than \$2,000,000. It is in charge of a Board of Commissioners, consisting of the Secretary of the Board of Education, and the Treasurer and Receiver-General. One moiety of it is distributed in proportion to the number of children between five and fifteen years of age, and the other moiety is used for the support of Normal Schools, Teachers' Institutes, etc. A special fund is provided for the education of the Indians in the State.

Parents and guardians are compelled, under \$20 penalty, to send children in their charge, between the age of eight and fourteen, to school twelve weeks every year; no person can be excluded from the public schools on account of race, color, or religion. Towns and cities are required to provide for the education of orphans and children of drunken parents. The daily reading of the Bible is required in the schools of the State.

LEGISLATION DURING 1874.

The acts passed during the last session of the Legislature may be summed up as follows:

1st. The School Committee of any city may appoint and fix the compensation of a Superintendent of Public Schools, and in every city where a Superintendent is appointed, the School Committee shall receive no compensation.

2d. Truant officers are authorized to serve legal processes.

3d. City and other authorities are forbidden under a penalty of not exceeding \$500, to grant licenses to exhibitions or where children under fifteen years of age are employed, contortionists, or in any feats of gymnism.

4th. A recommendation of the Board of Education for appointing of District Superintendents, and for levying a State school tax of one half cent per \$100 on the valuation of real estate.

TEN YEARS' PROGRESS.

The following table shows the educational progress made by Massachusetts in ten years' time :

	1862-'63.	1872-'73.
Number of children between five and fifteen years of age in the State.....	238,381....	287,090
Average attendance.....	181,381....	202,882
Ratio of attendance to the whole number of children between five and fifteen, expressed in decimals.....	76....	70.67
Amount of money raised by taxes for the support of common schools....\$1,434,015 20....\$3,889,053 80		
Number of public schools.....	4,626....	5,305
Number of male teachers.....	1,682....	1,028
Number of female teachers.....	9,071....	7,421
Average wages of male teachers.....	\$44 87....	\$93 65
Average wages of female teachers.....	18 90....	34 14
Average length of schools in months and days.....	8.00....	8.08
Amount of School Fund..... \$892,007 83....\$1,627,388 86		
Number of incorporated academies...	56....	71
Average number of scholars in same..	2,788....	7,573

IT has been decided to establish at Newburyport, Mass., a University of Modern Languages, for the purpose of affording pupils facilities for obtaining instruction in the principal modern languages of America, Europe, and Asia. The buildings are to be completed immediately, and it is expected they will be ready in September. James W. Preston, of Boston, has been chosen Secretary of the institution, and Hon. Oliver Warner, of Massachusetts, Rev. Asa Dalton, rector of St. Stephen's Church, Portland, and C. Cummings, Esq., of Medford, Mass., have been elected Vice-Presidents of the University. It is expected that a large number of foreign pupils, who are now pursuing their studies in various parts of the country, will enter the school.

MICHIGAN.

DANIEL B. BRIGGS, Superintendent of Public Instruction, Michigan, was born at Adams, Berkshire County, Mass., February 13, 1829. He pursued his studies preparatory to a collegiate classical course at Lenox Academy, and graduated from Williams College, Massachusetts, in 1848. Subsequently he studied and practiced law. He was Principal of the High School in his native town during 1852 and 1853. He removed to Romeo, Macomb County, Michigan, in March, 1854, and had charge of the Dickinson Institute (formerly a branch of the State University), located at that place, during the years 1855-'58, inclusive. He was called to Ann Arbor, Mich., and had the Superintendency of the Public Schools of that city for the years 1859 and 1860, and from 1861 to 1865, inclusive, was Superintendent of the Public Schools at Jackson, Mich. He was elected County Superintendent of Schools for Macomb County, in April, 1867, and re-elected in 1869, serving four years in that capacity, and during his latter term in that office was President of the State Association of County Superintendents. In November, 1872, he was elected State Superintendent of Public Instruction for two years.

EDUCATION IN THE PAST.

THE Constitution with which Michigan was received into the Union as a State (1837); provided for a State Superintendent of Public Instruction, for township libraries, and for common schools in each school district, for at least three months in every year, and consecrated the proceeds of all land grants for educational purposes, to such purposes and no other. The framers had, many of them, received the advantages of good schools in the Eastern and Middle States, and appreciated the importance of education. In 1838 a School Journal was started. In 1839 a School Convention was called, which was followed by county teachers' associations. In 1853 the State Teachers' Association was organized. In 1839 a State Normal School was founded. The new Constitution of 1850 adhered to the cardinal educational features of the first Constitution, and stipulated in addition that the Legislature should provide within five years for the establishment of "a system of Primary Schools, without charge for tuition, for at least three months in each year, all instruction to be conducted in the English language."

PRESENT SCHOOL SYSTEM.

The present system of Public Instruction embraces:

First. Primary Schools, so extended and so expansive in their organization as to meet the wants of five thousand three

hundred rural districts, and at the same time by allowing of gradation in three hundred and eleven villages and cities to fill up all the educational demands below the University, and special schools, doing away with the necessity of incorporated academies and college preparatory schools.

Second. The Union and High Schools.

Third. The State University, with its professional schools.

Fourth. State Agricultural College at Lansing, Mich.

Fifth. State Normal School at Ypsilanti. The Superintendent of Instruction says, in his last Annual Report, "the benign influences of the Public School System are well understood and appreciated throughout the Commonwealth. The liberal appropriations which are made for the maintenance of our State educational institutions, and the free expenditure of money in our cities and villages for the erection of costly school buildings, with the unstinted support which the schools receive, are sufficient evidence of the popular sentiment."

The State Superintendent of Instruction has the general supervision of Public Instruction in the State. His duties are specified by legislative enactment, and he is required to make an annual report of the condition of educational affairs in the State.

The Regents of the University of Michigan, eight in number, elected by the people for eight years, have the general supervision of the University, and the direction and control of all expenditures from the University Fund.

The State Board of Education, consisting of three members, one elected at each biennial election for six years, has the general supervision of the State Normal School.

The Board of Visitors to the University of Michigan, consists of three persons appointed biennially by the Superintendent of Public Instruction, to make an annual critical examination into the condition and affairs of the University, and report accordingly to the Superintendent.

There are fifty-six County Superintendents in the State. Counties with less than ten districts have Town Inspectors.

The Township Boards consist of three members each.

The School Fund, comprising the proceeds of every thirty-sixth section of land, is distributed in proportion to children in districts that had a legal school during the previous year. The whole number of children of school age in the State, as

reported by the returns of 1873, is four hundred and twenty-one thousand three hundred and twenty-two, and the number upon which the apportionment was made for this year (1874) is four hundred and seventeen thousand four hundred and sixty-four, at fifty cents per child.

The school year begins on the first Monday in September. By a recent amendment to the original law, districts with less than thirty children are required to have three months school; with from thirty to eight hundred children, five months; and with over eight hundred children, nine months free school. Age, of itself, excludes no one from the privileges of the public schools; but in census returns a school child is between the ages of five and twenty years.

A COMPULSORY LAW.

The compulsory school law of Michigan compels parents and guardians, or others having control of children, to send all between the ages of eight and fourteen years to school twelve weeks every year, unless physically incapacitated, or unless it is shown to the satisfaction of the School Board that the children are taught in a private school or at home. The penalty is not less than five dollars or more than ten dollars for the first offense, nor less than ten dollars or more than twenty dollars for the second and every subsequent offense, the fines to go to educational purposes.

LATEST LEGISLATION.

The Primary School Law was so amended during the last session of the Legislature as to authorize a special meeting within two months previous to the annual meeting, to decide upon the length of school and sex of teachers. This gives rural districts that wish to have a fall term of school, an opportunity to perfect their arrangements in season, and allow the School Boards in graded districts to make all the necessary provisions for the ensuing school year, some time previous to the first Monday in September, which is the usual time of opening their schools. Section 5 was so amended as to require district officers to be chosen by ballot. Section 65 was so amended as to provide that the Board shall open the school-house for public meetings, unless by a vote of a dis-

trict meeting it shall be determined otherwise; but the Board is to have full power to exclude all such meetings during the five school days in each week of a school term.

Section 71 was so amended as to provide that no district organization shall be destroyed in the alteration of districts without the consent of the taxpaying.

Section 84 was so amended as to provide for equalizing the assessment of property in districts lying in two or more counties by the town boards.

The Legislature meets biennially. The last session was in 1873.

EDUCATIONAL PROGRESS DURING TEN YEARS.

The following table of statistics shows the relative educational progress made by Michigan during the past ten years:

	1864.	1873-'74.
Number of townships.....	708....	941
Number of districts.....	4,426....	5,521
Average monthly wages of male teachers	\$34 00....	\$51 94
Average monthly wages of female teachers.....	\$16 63....	\$27 13
Whole number of children attending school during the year.....	215,736....	324,615
Average number of months school...	6.2....	7
Number of volumes in town libraries,	58,524....	49,291
Number of volumes in district libraries	96,403....	115,331
Paid for books, town and district.....	\$13,005 70....	\$18,835 52
Value of school-houses and lots.....	\$2,085,372 00....	\$8,105,391 00
Number of graded schools.....	123....	310
Number of qualified male teachers employed.....	1,816....	3,010
Number of qualified female teachers employed.....	7,000....	8,940
Total wages of male teachers for the year	\$210,091 16....	\$685,720 64
Total wages of female teachers for the year	\$381,204 17....	\$1,079,348 95
Two mill tax yields as revenue.....	\$250,380 67....	\$465,912 84
Total resources for the year.....	\$1,009,318 93....	\$3,743,352 20
Total expenditures for the year.....	\$871,671 21....	\$3,148,885 52

MINNESOTA.

HORACE BROWN WILSON, Superintendent of Public Instruction, was born in Birmingham, Somerset County, Me., May 30, 1821, and attended the Maine Wesleyan Seminary, located at Kent's Hill, Readfield. His father being in limited circumstances, young Wilson supported himself during the four years he attended this seminary. Graduating in the summer of 1841, he left Maine and went to Cincinnati, where he taught in the Second District School a year. He then removed to Lawrenceburg, Ind., and for two years was in charge of the Dearborn County Seminary. While at Lawrenceburg he studied law, and was admitted to the bar, but never practiced under his certificate. In 1844 he was married to Miss Mary J. Chandler. The same year he moved to New Albany, Ind., took charge of the public schools there, and organized the first graded school in that city. He superintended the educational interests there until 1850, when he was elected City Engineer, and for six years performed the duties of that office, superintending all public improvements of an architectural and engineering character. Mr. Wilson emigrated to Red Wing, Minn., in April, 1858, having previously been elected Professor of Mathematics and Civil Engineering in Hamline University in that city. The same year the Indiana Augsburg University conferred on him the title of M.A. He occupied the above professorship, as well as that of Natural Sciences, for four years. In 1862 he enlisted in the Sixth Minnesota Regiment, and served three years, being engaged in several battles with the Sioux Indians on the frontier, and a number of engagements with the Confederates in the South. In 1866, Professor Wilson was appointed Superintendent of Schools for Goodhue County, and held that position until August 1, 1870, when he was appointed State Superintendent of Public Instruction, which he has held since, having been reappointed April 1, 1871, and April 1, 1873. During his term as such he has been very successful.

EDUCATION, PAST AND PRESENT.

THE Constitution with which Minnesota was admitted into the Union (1858), provided for a general and uniform system of public schools in each township, by taxation or otherwise, and a University for the State.

In 1873 the Legislature thoroughly revised the school code, making numerous changes and improvements, which give general satisfaction.

The State Superintendent is appointed by the Governor for two years, and receives an annual salary of \$2,500. He takes charge of the Teachers' Institutes, establishes Normal Training Schools, semi-annually apportions the current school funds in the State treasury among the several counties, in proportion to the number of persons between five and twenty-one years, grants State certificates of eminent qualifications to teachers, and administers the School Law of the State generally.

County Superintendents are appointed, paid, and removed by

the County Commissioners. They examine and license teachers, annul certificates for cause, and make annual reports to the State Superintendent of the condition of affairs within their jurisdiction.

The officers of each school district are a Director, a Treasurer, and a Clerk, all elected for three years. They have charge of the general interests of schools and school-houses in their respective districts, employing teachers, arranging the expenditures, etc.

Any city, town, village, or township, may be organized as an independent school district, with six Directors constituting a Board, who shall take the place of trustees, and exercise their functions, employing teachers, prescribing text-books, and superintending and managing, in all respects, the schools of their districts. This board likewise appoints three School Examiners, who conduct the examinations of persons applying to become teachers.

The School Fund is derived from the proceeds of the sale of school lands in the State, the interest of which is called Current School Fund, and is distributed to the counties in proportion to the number of children between five and twenty-one years old. Up to 1872 the Permanent School Fund had realized \$2,532,351. The estimated apportionment for 1874 was \$196,065.

The Superintendent of Public Instruction, the President of the University of Minnesota (which is a part of the school system of the State), and the Secretary of State, are constituted a Board of Commissioners to recommend text-books to be used in the common schools of the State. They receive no compensation for that service.

Average wages of winter schools: males, \$36.90; females, \$29.04. Summer schools: males, \$38.78; females, \$25.40.

Two hundred and twenty-eight new school-houses were erected during the year ending September, 1873, at an aggregate cost of \$203,311.81.

Teachers' Institutes were held during the year in sixteen of the sixty-seven counties. They were attended by one thousand and fifty-three teachers, and their aggregate expense to the State was \$1,847.43. The State Superintendent is, by law, given charge of each institute.

NINE YEARS' PROGRESS.

The following tables show the educational progress Minnesota has made during the last nine years:

	1864-5.	1873-4.
Total number of school districts.....	1,738....	3,137
Number of persons between five and twenty-one years old.....	74,965....	196,065
Total persons attending schools.....	44,787....	124,583
Number of male teachers.....	469....	1,639
Number of female teachers.....	1,419....	3,567
Aggregate amount paid teachers during the year.....	\$124,563 71....	\$569,903 30
Whole number of school-houses in the State.....	994....	2,571
Value of school-houses.....	\$280,329 51....	\$2,090,001 61

EDUCATION is free to all students in the University of Minnesota. A nominal charge of \$5 per year for janitor is made, and this, with the price of the books used, is all the expense the student incurs. Departments of elementary instruction, science, literature, art, mechanic arts, and agriculture are in working order. Feminine and masculine students enter on the same qualifications and requirements, pursue the same courses, and receive the same degrees.

SUCCESS in teaching, says a recent writer, must depend, in a large measure, upon love for the work. If you have no pleasure in the work, the sooner you get out of it the better for yourself and probably for the public.

MISSISSIPPI.

T. W. CARDOZA, State Superintendent of Public Education in Mississippi, was born in Charleston, S. C., December 19, 1838, of a white father belonging to the aristocracy of the State, and a slave mother, who, however, had been liberated previous to his birth. When nineteen years of age, he took his mother to Cleveland, Ohio, and obtained employment for himself in New York State. He entered the Newburg Collegiate Institute as soon as he had saved sufficient funds, expecting to complete his studies at Dartmouth or Harvard. But the war came on, and he was obliged to resort to teaching again. He taught schools at Stapleton, Staten Island, and Flushing, Long Island, being remarkably successful at the latter place. Two weeks after its fall, he was sent to Charleston, S. C., by the Freedmen's Society, to organize schools among the colored children. He gathered one thousand children into the schools under his immediate charge within a short time. Desiring a permanent home in the South, he selected Mississippi, where he found a congenial climate and a wide field for his favorite occupation. He took an active part in the organization of the school-work of the State, and in November, 1873, was elected to the position of State Superintendent of Public Education by the largest majority, excepting one, of those on the ticket with him. His term of office is four years from the first Monday in January, 1874.

EDUCATION IN THE PAST.

THE following paper has been written for the ANNUAL by the State Superintendent:

Mississippi was admitted into the Union in 1817, with a Constitution containing the following clause: "Religion, morality, and knowledge being necessary to good government, the promotion of liberty, and the happiness of mankind, schools and the means of education shall forever be encouraged." Previous to the war, however, there was no well-regulated system of Public Schools in Mississippi. Counties in which cities were situated had a local system, but rural towns derived no benefit from it. Immediately after the fall of Vicksburg, philanthropic societies of the North extended their field of operations into the State, and nearly every town enjoyed the benefit of the Public Schools. They were opened to all; but very few white children availed themselves of the opportunity. These schools were continued until 1869-'70, when, under the Reconstruction Acts, the Legislature enacted a code of laws for the inauguration and government of a system of Public Schools (amended in 1873).

PRESENT SCHOOL SYSTEM.

They provided, in accordance with the stipulations of the new Constitution, for the following officers :

First. *A Superintendent of Education*, elected at the same time as the Governor, and for the same period, viz., four years.

Second. *A State Board of Education*, consisting of the Secretary of State, the Attorney-General, and the Superintendent of Public Education ; and,

Third. *A County Superintendent of Education* in each county, appointed by the Board of Education, by and with the advice and consent of the Senate, for a term of two years.

The new school system at first encountered opposition. Its benign influences, however, have overcome prejudices, and now there are very few persons in the State who oppose the system of Public Schools.

There are now employed about two thousand six hundred teachers, and about one hundred and fifty thousand children attend the Public Schools. They were at first looked upon as pauper schools, but now the children of some of the most respectable families in the State attend them, and they are considered the best institutions in the State. Vicksburg, Natchez, Columbus, Jackson, Holly Springs, Greenville, and other cities and towns, have public schools that any city in the Union would be proud of. The studies are those usually pursued in common schools, with German and French in a few of them.

There are eight High Schools in the State, in which there are about one thousand pupils. The number increases every year, and they are growing rapidly in popular favor. The demand for Normal Schools is very great. At present there are only two, situated at Holly Springs, in the extreme northern part of the State, and at Tougaloo, in the central part. These schools are rapidly supplying a pressing demand for competent teachers. At least three hundred of their pupils are employed teaching during their summer vacation.

The State makes an annual appropriation of five thousand dollars for each of the Normal Schools. It is expected that the next Legislature will authorize the establishment of two more such schools in the eastern and southern portions of the State.

In addition to the Common, High, and Normal Schools,

there are two Universities, one at Oxford, in the northern portion of the State, and one near Rodney, in the southeastern portion, known as Alcorn University. The State makes an annual appropriation of fifty thousand dollars to each of these institutions. The one at Oxford is for white young men, that at Alcorn for the colored. Both of them are in a flourishing condition. The whites having always had the advantage of the colored in education are, of course, farther advanced, but the colored young men are making rapid strides, and at every commencement exercise they show decided progress. Oxford University, established for nearly a quarter of a century, and Alcorn University, which has been in existence three years, are provided with fine, commodious buildings, and all the modern improvements in the way of conveniences and furniture.

Each county in the State is required to give a matriculation to each of the Universities, and to each of the Normal Schools a number of students equal to the number of representatives it has in the lower branch of the Legislature. Those entering the Universities receive a fee of one hundred dollars per annum; and those entering the Normal Schools, twenty-five dollars. Public examinations are held for candidates for the institutions, but all of them must come from the Public Schools.

In addition to these, there are about five hundred private schools, including primary and academic. But the number is rapidly decreasing, and will continue, so long as the Public Schools continue in popular favor. The minimum number of months during which a school can be kept, according to the statutes of the State, is four; but in the more prosperous counties they are continued six, eight, and ten months.

The salaries of the teachers are as follows: second grade, from thirty-five to sixty dollars per month, and first grade, from sixty to seventy-five dollars per month. But principals of all schools in which there is an average attendance of one hundred or more pupils, get one hundred dollars per month.

The State tax for teachers' purposes is four mills on the dollar; but every county in the State is required to levy for any deficit that may occur in maintaining the schools at least four months in the year, or it will forfeit its portion of the State tax. In addition to this, the proceeds of the sale of licenses to retail vendors of liquor, and all fines and amercements, and the pro-

ceeds of the poll-tax, are given to the general Common School Fund. The Constitution and laws of the State require this fund to be invested in United States bonds, and the interest alone to be distributed, *pro rata*, throughout the State. An amendment to the Constitution, however, will be submitted at the next general election, authorizing the distribution of the principal to the several counties. The income from these sources is very large, amounting to about two hundred thousand dollars per annum. The schools also derive support from what are known as the Sixteenth Section and the Chickasaw funds. To give a sketch of these funds would require more space than that allotted to Mississippi would permit; it is, therefore, only necessary to state that the money which accrues through these funds is from large grants of land made to the State for school purposes by the General Government.

The total amount of money expended annually for school purposes aggregates about two million six hundred thousand dollars.

Formerly there was a State Board of School Directors. This, however, has been abolished, and all its power and authority are vested in County Superintendents, Boards of Supervisors, Boards of Trustees, Aldermen, or Selectmen, who perform the usual duties of such officials in other States. The salary of the County Superintendents is fixed by law, ranging from two hundred and fifty dollars for the Superintendent of Pearl County, to eighteen hundred dollars for the Superintendent of Yazoo County. The scholastic age is between five and twenty-one years.

With the rapidly developing sources from which funds are applied to the support of the public schools; with a large army of competent and active teachers; with an efficient corps of County Superintendents; and with an enlightened public sentiment, Mississippi will soon take the front rank for an effective system of Public Schools.

MISSOURI.

HON. JOHN MONTEITH, State Superintendent of Public Schools, was born at Elyria, O., January 31, 1833, graduated from Yale College in 1856, and took Master's degree in 1859. He pursued the study of theology under Dr. N. W. Taylor, of New Haven, and entered the ministry, which calling he followed, located successively at Plymouth, Conn., Jackson, Mich., Cleveland, O., and St. Louis, Mo., until 1870, when, from broken health, he retired from the ministry, severed his ecclesiastical connections, and became a farmer in South Missouri. From this retirement he was called to his present position, to succeed Hon. Ira Divoll (deceased), June 29, 1871. Mr. Monteith comes of true educational stock. His father, Professor John Monteith, was one of the founders and the first President of Michigan University. Subsequently he will be recognized as a resident of New York State, having occupied, for eight years, the chair of Latin and Greek in Hamilton College. Superintendent Monteith brought to his office no inconsiderable benefit from his father's experience, together with a practical experience of his own, extending through several years, as a teacher at the East. Mr. Monteith has been a careful student of the advanced methods of education, and may be classed rather with the liberal than with the most conservative educators.

EDUCATION IN THE PAST.

MISSOURI was admitted into the Union in 1820. Her original Constitution provided for the security of school lands (section sixteen in each township, or one million one hundred and ninety-nine thousand one hundred and thirty-nine acres, and thirty-six sections, or forty-six thousand and eighty acres, for a University), and enjoined "the establishment of one or more schools in each township." During the first year that Missouri became a State, a general law was passed for establishing and governing common schools, through Commissioners of the School Land in each township. In 1825, however, this law was repealed. In 1837 a State School Fund was instituted out of the proceeds of the Saline lands and the State's proportion of the United States surplus revenue. This fund had increased, in 1873, to over \$2,500,000. In 1853 an act was passed providing for the election of a State Superintendent and the appointment of Commissioners for each county. Notwithstanding these legislative efforts to promote education, little progress was made in establishing schools and diffusing learning through the State, outside of St. Louis.

NEW SCHOOL SYSTEM.

The new Constitution of 1865, however, enjoined the Legislature "to provide for the maintenance of common schools, for the gratuitous instruction of all persons between the ages of five and twenty-one years," and "to establish separate schools for children of African descent." The same year the Legislature enacted a common school law, which was amended in 1867, 1869, 1870, and 1872. Under its workings the cause of education made rapid advancement. When the Legislature came together, however, in the winter of 1874, strong reactionary tendencies displayed themselves, particularly in the lower House. A majority of that body were manifestly disposed, in opposition to the views of the State Superintendent and the most enlightened friends of education, to repeal the general school laws, leaving the education of the children to the various localities of the State. The Senate, however, was more conservative, and acted as a check upon this retrograde movement. Finally, in March (1874), after an animated contest, a compromise measure was passed, which, while it did not materially injure the school system, revised the general school law, and was made to take effect at once. The State Superintendent of Public Schools, in a note to the school officers of the State, says: "Your own experience will bear witness to the embarrassment created by so sudden a change of laws, at a time in the year when nearly all the important business of the schools demands attention. The State Department has felt this embarrassment in all its forms, and has endeavored to avert difficulty as far as possible."

THE SCHOOL LAW OF 1874.

With the changes made, the present school system embraces the following main features:

The State Superintendent is elected for four years, gives a bond for \$10,000, and receives an annual salary of \$3,000. Instead of having an assistant, nominated by himself, confirmed by the Governor, and receiving an annual salary of \$2,000, as under the old law, the Superintendent is now empowered to employ a chief clerk, at an annual salary of \$1,500.

The State Board of Education consists of the State Superintendent, Secretary of State, and Attorney-General, and has the general supervision over the entire educational interests of the State, among other things directing the investment of all moneys received by the State for educational purposes.

County Commissioners, one for each county, take the place of County Superintendents under the old law. The Superintendents received \$5 per day pay for every day employed. The pay of the Commissioners depends upon the number of teachers examined by them, number of districts in the county, etc. A Commissioner must possess the qualifications of a competent teacher of the public schools, and be of a good moral character. There are one hundred and fourteen Commissioners in the State.

District Directors, numbering three, and elected for three years, have the government and control of the school districts, making all needful rules and regulations for the organization, grading, and management of the schools, and suspending or expelling pupils for cause. They employ teachers, purchase the necessary school apparatus and furniture, and are required to visit and examine into the condition of the respective schools under their care. The District Boards are vested with the power to borrow money in the name of their districts to the amount and for the purposes specified at the annual meetings. Cities and villages can organize Boards of Directors under a special act.

District Clerks, appointed or removed by the District Boards, keep the record of the proceedings of the latter, and also annually transmit to the County Commissioners statistics, etc.

Teachers are required to hold certificates from the State Superintendent or the County Commissioner, and be qualified to teach orthography, reading, penmanship, arithmetic, English grammar, modern geography, the history of the United States, and civil government. Certificates are generally granted for one year. The teachers are required to become members of the Institutes, and, as far as possible, to attend all regular meetings of the same. One hundred and forty Institutes were held during 1873.

For securing uniformity in text-books, a meeting of the Presidents of the various Boards of Directors with the County Commissioners is required to be held once in four years at every county seat.

The capital of the State School Fund, January 1, 1874, amounted to \$2,612,098.74. The income derived from this, together with twenty-five per cent. of the State revenue, is distributed annually according to the number of pupils enumerated. The amount thus distributed March 31, 1874, was \$410,269.28. In addition to this are county and township school funds, the revenue of which is distributed in their respective municipalities. Fines, forfeitures, and penalties are added yearly to the capital of the School Funds.

The Normal Schools in the State number four, located at Kirksville, Warrensburg, Cape Girardeau, and Jefferson City. That at the last place is for the education of colored teachers. They are all supported by State appropriations.

Separate schools are required to be established by the school authorities for colored children wherever the number of the latter exceeds fifteen.

It is made the duty of the State Superintendent to establish needed schools whenever the proper authorities fail to do so.

The legal school age is from five to twenty-one. The length of the school day is six hours. The school month consists of four weeks of five days each, and the school year commences on the first Tuesday in April.

There is no compulsory education law.

ADDITIONAL LEGISLATION DURING 1874.

Acts were passed restricting the liabilities of counties, cities, etc., in matters of contracts, and providing manner of making the same. The Normal School acts were also amended.

The public schools of St. Louis are, as a general thing, in a state of efficiency.

EDUCATIONAL PROGRESS.

	1867-'68.	1873-'74.
Children in State between five and twenty-one years old.....	476,192....	485,249
School districts in the State.....	....	7,483
Public schools in the State.....	4,840....	7,829
Whole number of white schools.....	....	7,547
Whole number of colored schools.....	....	282
Whole number of public school-houses.	4,135....	7,224
Erected during the year.....	....	548
Whole number of male teachers.....	2,982....	6,281
Whole number of female teachers.....	3,280....	3,395
Average monthly wages, males.....	....	\$39 87
Average monthly wages, females.....	....	\$30 36
Whole amount paid for teachers' wages.\$641,974 00.....	\$1,125,605 00	
Children enrolled in public schools....	169,270....	391,965
Average daily attendance.....	....	210,962
Cost of education per scholar based on enumeration.....	....	\$3 00
Estimated value of school-houses.....	....\$4,498,640 00	
Number of white scholars in State.....	....	667,574
Number of colored scholars in State....	....	38,243
Total receipts for school purposes.....	....\$2,117,662 00	
Total expenditures.....	....\$1,638,353 00	
Number of school officers. Three Directors in each district, and District Clerk, besides the County Commissioner.		

ONE of Judge White's law students was a convert at a protracted meeting, but not finding the peace he hoped from his conversion, he waited on his minister, and informed him of his backsliding condition. "Your heart is hardened by your profession," solemnly said the man of God. "Quit the law office; retire on your knees to your study, and be brought out either a Christian or a corpse."

NEBRASKA.

HON. J. M. MCKENZIE, the present State Superintendent of Public Instruction in Nebraska, was born in Glasgow, Scotland, October 12, 1830, and early thrown as a waif on the charities of the world. He soon developed a great love of books, and devoured all that came in his way. When of age, he entered the Jonesville Academy, where he remained several years as pupil and teacher. He afterward spent a year at Poultney, Vt., in the school there. In 1855, he entered Union College, but was obliged to leave in 1857, to provide a home for his aged mother. He was elected one of the Professors in Upper Iowa University, Fayette, Iowa, where he remained until 1862. He then went to Nebraska, and was instrumental in establishing the present State Normal School, from the principalship of which he was called to the position of State Superintendent of Public Instruction. Though not a brilliant scholar, he is an enthusiastic and earnest teacher, and is devoting his best efforts toward building up a system of education in Nebraska that shall be thoroughly effective in affording the humblest child an equal chance with those of the most wealthy. His motto is free education, from the primary schools through the University. He is a member of the Methodist Episcopal Church.

SUPERINTENDENT MCKENZIE sends us the following paper regarding Education in Nebraska:

Nebraska was admitted into the Union as a State in 1867. Her population then was not to exceed fifty thousand souls.

The "Enabling Act," as it was called, gave Nebraska in addition to the sixteenth and thirty-sixth sections of land in every township for school purposes, five per cent. on all cash sales of public lands within her boundaries, seventy-two sections of land as an endowment for a State University, seventy-two sections for the development of the salt interest, and five hundred thousand acres for internal improvements.

In June, 1869, the sum of \$14,661.50 was divided among twenty thousand nine hundred and fifty-six children between the ages of five and twenty years. In June, 1874, \$107,763.95 were distributed among seventy-two thousand nine hundred and ninety-one children. In 1869, there were seven hundred and ninety-seven school districts; there are now two thousand one hundred and thirty. In 1869, there were less than two hundred school-houses reported. In 1873, there were eleven hundred and thirty-eight. The value of school-houses in 1869 was less than \$100,000. In 1873-4, it was \$1,024,383.

Teachers' wages, in 1869, were less than \$40,000. In 1873-4, they were \$281,000. Thus, Nebraska shows an increase in all her school interests, in the past five years, of from three hundred to one thousand per cent.

Her Temporary School Fund, that is, the fund for annual distribution, is derived from a two-mill tax on the grand assessment-roll, lease of school-lands, and interest on moneys arising from sales of school-lands; also, from fines, licenses, and dog-tax. The apportionment is made by the State Superintendent to the counties on the basis of the number of children between the ages of five and twenty-one years.

The present State Superintendent is in the fourth and last year of his term. He is elected for four years. His salary is \$2,000. County Superintendents, elected by the people, receive a per diem fixed by the County Commissioners, not less than \$3 nor more than \$5 for each day actually employed in the work of the office.

There is no State Board of Education.

The County Superintendents apportion one-fourth among the districts having school the prescribed length of time, irrespective of the number of children; the remaining three-fourths are divided on the basis of the number of children.

The city of Omaha has one of the finest public school buildings in the United States; it was erected at a cost of over \$200,000, and will accommodate from eight hundred to a thousand children. There are several other school buildings in the State costing over \$40,000, and a large number costing from \$5,000 to \$20,000 each.

The State University, located at Lincoln, the capital, is in successful operation. Dr. A. R. Benton is the Chancellor. The Agricultural College is connected with the University.

The State Normal School, located at Peru, a quiet little village on the bank of the Missouri River, sixteen miles below Nebraska City, is doing a very important work for the State. General T. J. Morgan is principal. The number of pupils in attendance, in all departments, was over three hundred during the past year.

The school law requires the State Superintendent to recommend the text-books to be used in the public schools. A list was recommended in 1870, by Hon. S. D. Beals, which has remained unchanged, and the books have been quietly introduced in most of the schools, especially in the rural districts.

During the past four years no radical changes have been in the school laws.

N E V A D A .

HON. A. N. FISHER, State Superintendent of Public Instruction, was born at Norwich, New York, in 1837, and educated in home schools and at Cazenovia Seminary. He proceeded to Nevada, in 1864, the year that the territory became a State, as a Presiding Elder under appointment of the California Methodist Annual Conference. In 1866, he was elected to the office of State Superintendent, for four years. In 1870, he was re-elected for a like term.

EDUCATION IN THE PAST.

NEVADA was admitted into the Union as a State in 1864. Her Constitution directed the Legislature to encourage by all suitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvements, to provide for the election of a Superintendent of Public Instruction, the organization of a uniform system of Common Schools, establishment of a State University, embracing departments of agriculture, mechanic arts, and mining, and the establishment of Normal Schools and schools of different grades, from the Primary School to the University, "in which no sectarian instruction shall be imparted or tolerated." The Constitution furthermore stipulated that a half-mill tax should be levied upon all taxable property for the maintenance of the University and Common Schools, and that the sixteenth and thirty-sixth sections in every township, the thirty thousand acres for each senator and representative in Congress, by the Act of 1862, the fifty thousand acres granted to new States in 1841, and all escheats and fines for penal offenses, should be held and used for educational purposes, the interest thereof only to be applied as directed in the law donating the same. The Legislature were likewise authorized to enact a compulsory educational law.

PRESENT SCHOOL SYSTEM.

In accordance with the provisions of the Constitution the Legislature of Nevada in the following year, 1865, enacted a public school law, which was more or less modified by measures passed in 1867, 1869, and in 1873. The following are the main features of the school system now in operation.

The State Superintendent of Public Instruction is elected for four years, and receives an annual salary of \$2,000. The term of the present incumbent expires December 31, 1874. He is required to apportion school moneys, prescribe forms and blanks, hold teachers' institutes, visit each county in the State once at least every year, and to make a biennial report to the Governor.

The State Board of Education, consisting of the Governor, Surveyor-General, and Superintendent of Public Instruction, is required to hold semi-annual sessions for devising plans for the improvement and management of the public school funds, and for the better organization of the public schools, and to prescribe uniform text-books.

County Superintendents in the State number fourteen, and are elected by the respective counties for two years. Their average annual salary, which is fixed by the County Boards of Commissioners, is \$550. They perform the duties usually incumbent upon County Superintendents.

Trustees employ teachers, fix salaries, levy sufficient taxes (when the regular school money fails) to keep the schools open six months, and perform the other functions of school trustees. Districts with less than fifteen hundred voters have three trustees. Those with more have five trustees.

County Boards of Examination consist of the County Superintendents and two persons in each county appointed by and associated with them.

The School Census Marshal is annually appointed by the trustees.

No teacher is entitled to receive any portion of the public school moneys as compensation for services rendered, unless such teacher shall have had a certificate from the State Board of Examination, or from the County Board of Examination. The legal school age is from six to eighteen.

The School Fund consists of the principal of all moneys accruing to the State from the sale of lands given or bequeathed for public school purposes; all fines collected under the penal laws

of the State; two per cent. of the gross proceeds of all toll roads and bridges; and all estates that may escheat to the State. This fund is distributed semi-annually among the various counties, in proportion to the number of children of legal school age.

An *ad valorem* tax of one half of one mill on the dollar of all taxable property in the State is levied and directed to be collected and paid in the same manner as other State taxes are required to be paid. This is known as the State school tax.

There is set apart, semi-annually, five per cent. out of all moneys received as State tax, for school purposes; and such amount is distributed *pro rata*.

There are no Normal Schools in the State.

LATEST SCHOOL LEGISLATION.

The Legislature, which meets biennially, held no session during 1874. In 1873, the County Boards of Examination were established.

The portion of the law relating to trustees was so amended as to provide that the boards shall be so constituted that there may always be at least one experienced member. The powers of trustees were enlarged in respect to the amount of expenditure possible without a vote of the district. A proposition to make the proceedings of trustees public was also adopted. They are now required to keep a record which shall at all times be open to the inspection of taxpayers in the district, and to publish in some newspaper full minutes of the proceedings of each session.

COMPULSORY LAW.

A compulsory school law was also passed. It is made obligatory upon parents and guardians to send every child between the ages of eight and fourteen years to a public school for a period of at least sixteen weeks in each school-year, at least eight weeks of which shall be consecutive, unless the child is being otherwise instructed or is excused from attendance by the Board of Trustees for some satisfactory reason.

The penalty for non-compliance with the provisions of this act is a fine of not less than \$50 nor more than \$100 for the first offense, nor less than \$100 nor more than \$200 for each subsequent offense. The children of indigent parents thus compelled to attend school are furnished with books by the trustees.

An act was also passed to locate the State University, and to provide for the control and maintenance of the same.

TEN YEARS' PROGRESS.

	1863-4.	•	1873-4.
School districts in the State.....	34....		62
School-houses erected during the year.....	2....		6
Estimated total value of school-houses.....	\$34,733.50....		\$69,413.00
Pupils enrolled in the schools.....	1,524....		3,372
Average daily attendance.....	940....		2,080
Male Teachers employed.....	14....		29
Average wages.....	\$89.76....		\$116.53
Female teachers employed.....	23....		47
Average wages.....	\$82.20....		\$88.73
Amount of State School Fund.....	\$9,257.11....		\$274,000.00
Legal school age.....	6 to 18....		6 to 18
Average cost for schooling for each scholar..	\$40.69....		\$29.20
Total receipts for school purposes.....	\$61,984.56....		\$110,961.68
Total expenditures.....	\$50,732.58....		\$98,468.82

NEW HAMPSHIRE.

HON. J. WESLEY SIMONDS, Superintendent of Public Instruction, was born in Franklin, May 10, 1829. He fitted for college at Northfield, pursued the studies of the freshman year under M. L. Morse, A.M., at Andover, N. H., and entered Bowdoin College at the beginning of the sophomore year. He graduated in 1854, and received the Master's degree in course. Having had an experience in teaching the public schools, for three years after graduation he was Principal of the Fisherville High School, later known as Pennacook Academy. In 1857-'58 he was Principal of the Christian Institute at Andover, N. H. In 1870 he was again chosen Principal of that institution. In 1871 he was appointed by the Governor and Council Superintendent of Public Instruction for the State. In July, 1874, Mr. Simonds was unanimously reappointed State Superintendent.

EDUCATION IN THE PAST.

THE term "*Free School*" first appears in the legislation of this country in a law of Virginia, founding a free school at Charles City, in 1621. Such a school was founded in Boston in 1636, and in New Haven in 1638. The first settlements of New Hampshire were distinct sovereignties, making their own laws, until they voluntarily submitted to Massachusetts, in 1641. Afterward they were governed by the general laws of the latter State until the time of final separation, in 1741.

The acts of the Provincial Legislature, June 14, 1642, and November 11, 1647, constituted the school laws of these colonies, with immaterial changes, until after the Revolution. The act of 1642 ordered "Selectmen of towns to have a vigilant eye over their neighbors, to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach their children and apprentices so much learning as may enable them to read perfectly the English tongue." The law of 1647 ordered that every township of fifty householders should appoint one within their town to teach all such children as resorted to him to write, read, and, after "y^e Lord hath increased y^{em} to y^e number of 100 householders, they set up a grammar school, y^e master thereof being able to instruct youth as far as they may be fitted for y^e University."

In 1789 the Legislature determined the amount of money that should be raised by taxation for schooling, viz.: four pounds for every one pound of the proportion of public taxes to the individual town. Provision was also made for the examination

for every dollar of its apportionment of the State tax. Towns or districts can raise, by vote, additional sums for school purposes.

A Literary Fund, arising from a tax of one-half of one per cent. on the capital stock of banking corporations, is appropriated for the maintenance of public schools. Several towns and districts possess permanent local funds for the support of schools. Provision is made for the proper registration of scholars, statistical returns, and for holding Teachers' Institutes in each county annually, at the expense of the State.

Recent legislation permits towns to abolish school districts, thus leaving the town one school district.

COMPULSORY EDUCATION.

The compulsory educational law passed in July, 1870, requires all well children, between eight and fourteen years old, to attend school at least twelve weeks every year. The penalty for violating this law is \$10 for the first, and \$20 for every subsequent offense.

LEGISLATION DURING 1874.

During 1874 the Legislature passed an act materially enlarging the powers of the Superintendent of Public Instruction.

TEN YEARS' PROGRESS.

	1863-'64.	1873-'74.
Number of normal schools in the State.	....	I
School districts in the State.....	2,328....	2,148
Cost of school-houses erected during year.....	\$18,563 00....	\$103,742 00
Estimated total value of school-houses.....	\$916,894 00....	\$2,208,025 00
Pupils enrolled in the schools.....	83,401....	69,178
Average daily attendance.....	52,826....	47,275
Male teachers employed.....	759....	482
Average wages.....	\$26 99....	\$44 87
Female teachers employed.....	3,262....	3,330
Average wages.....	\$15 05....	\$24 90
Amount of State School Fund.....	\$244,263 00....	\$488,104 00
Legal school age.....	4 to 21....	4 to 21
Average cost of schooling for each scholar	\$2 90....	\$7 05
Total expenditures.....	\$271,156 00....	\$606,846 00

NEW JERSEY.

HON. E. A. APGAR, State Superintendent of Education, was born March 20, 1836, in Peapack, Somerset County, N. J. His early education was received at the public school in his native village. At the age of twenty he entered the State Normal School, and graduated from that institution in 1858. After teaching four years in the public schools of the State, he entered Rutgers College, at New Brunswick, and graduated in 1866. A short time previous to his graduation, he was elected Professor of Natural Sciences in the State Normal School. In March of 1866 he was elected State Superintendent of Public Instruction by the State Board of Education. To this position he has been re-elected three times.

EDUCATION IN THE PAST.

NEW JERSEY was one of the original thirteen States. Her first Constitution, adopted in 1776, contained no allusion to schools or education. An Act was passed in 1816 to create a fund for the maintenance of free schools. In 1829 another Act was passed, authorizing towns to support schools, and requiring them to raise a sufficient sum by taxation to entitle them to their proportion of the school fund. Ten years later, towns were required to annually impose a specified school tax. In 1828 the first State Educational Convention was held. In 1846 the office of State Superintendent was created. In 1853 the State Teachers' Association was organized, and a year later the State made provision for holding Teachers' Institutes. In 1858 the State Normal School was established. From this time forward, for nearly ten years, the larger cities in the State obtained authority from the Legislature to establish graded schools. In 1866 E. A. Apgar was elected State Superintendent of Public Instruction. As a teacher, he had become satisfied that what New Jersey most needed, was a change from the township to the county system of supervision. As State Superintendent, therefore, his first attention was given to the framing of a bill which should secure to the State a more efficient supervision of the schools. It was submitted to and carefully examined and amended by the State Board of Education.

In his report for the year 1868, he urged that the time had arrived when the schools of the State should be made free. In order to accomplish this object, he recommended the levying of

a uniform State tax for school purposes. In the year 1871 he, in connection with A. L. Runyon, then member of the Legislature, drafted a bill incorporating the features set forth and recommended in his report for 1868. This bill received the approval of the Legislature and Governor, and became the law of the State.

FREE SCHOOLS ESTABLISHED.

By its provisions all the schools of the State were made free, and the system was placed upon a firm and reliable foundation. Prior to this time the cities and larger towns had had free public schools for many years, made free by special legislation and local taxation. The schools in the country, established under the general law of the State, had been pay schools, or virtually private schools with reduced tuition rates. Those who attended them were obliged to pay tuition fees; the State simply paid a part of the expenses of maintaining the schools, and thus reduced the amount to be paid by the patrons. By the passage of the Free School Act, the whole school machinery was very much simplified, and the full benefits of a public school system were accorded to all. County school supervision, which the law substituted for township supervision, secured systematic and uniform action, and a new impulse was given to education in all parts of the State.

PRESENT SCHOOL SYSTEM.

The new law is still in force in the State, and embraces the following main features:

The Superintendent of Public Instruction is elected by the State Board of Education, to hold office during the pleasure of the Board, not to exceed the term of three years. He receives an annual salary of \$2,000. He is, *ex officio*, Secretary of the Board, enforcing all its rules and regulations, and has a general oversight and supervision of the schools of the State.

The State Board of Education comprises the Governor, Attorney-General, Comptroller, Secretary of State, President of the Senate, Speaker of the Assembly, and the Trustees and Treasurer of the State Normal School. There are ten Trustees, two from each Congressional District, appointed by the Governor, with the consent of the Senate. The State Board has the gen-

eral control of public instruction in the State, appoints County Superintendents, subject to the approval of the Board of Chosen Freeholders, recommends to the Legislature such school legislation as it may deem desirable, prescribes all rules and regulations for holding Teachers' Institutes, decides all appeals from the decisions of the State Superintendent, and makes an annual report to the Legislature. The members of the Board receive no compensation.

County Superintendents are appointed by the State Board, and hold office during the pleasure of the Board, not to exceed the term of three years. They receive a salary at the rate of ten cents for each child in the county between the ages of five and eighteen, provided such remuneration does not annually exceed \$1,200, or fall below \$500. The County Superintendents examine and license teachers, apportion the school money, and perform the other duties usually incumbent upon Superintendents. County and City Superintendents together constitute an association called the State Association of School Superintendents, which meets at such times and places as the State Board of Education may elect.

The State Board of Examiners, consisting of the State Superintendent and the Principal of the State Normal School, grants teachers' certificates, valid in any part of the State.

County Boards of Examiners comprise the County Superintendent and three associates, selected by himself. City Boards of Education also appoint Examiners. These City and County Examiners grant teachers' certificates, which are valid in the cities and counties respectively where granted.

Township Boards consist of the District Trustees (elected for three years) of each township. These Boards meet at such times and places as the County Superintendents may designate, for the purpose of hearing from them communications and suggestions in regard to the management of schools, and for submitting to them questions for advice or opinion relating to the same.

The School Year begins on the first day of September, and ends on the last day of August. The scholastic age is from five to eighteen years. A compulsory law was passed by the Legislature of 1873. No teacher is permitted to inflict corporal punishment upon any child in any school in the State. It is not

lawful for any teacher or trustee to have performed, in any school receiving its proportion of the school money, any religious service, ceremony, or forms whatsoever, except reading the Bible and repeating the Lord's Prayer.

The School Fund consists of stocks, bonds, and mortgages, amounting to between \$700,000 and \$800,000. In addition to the revenue from this source, the State annually makes an appropriation, and imposes a two-mill tax for the support of schools. If these various sums are not sufficient for school purposes, districts make up the deficit.

TEN YEARS' PROGRESS.

	1863-'64.	1873-'74.
Number of school districts.....	1,646....	1,367
Number of schools.....	1,682....	2,641
Number of children between five and eighteen years of age.....	200,062....	286,444
Number enrolled in the public schools.....	143,526....	179,443
Number in attendance between eight and ten months	20,117....	26,780
Number in attendance less than four months.	23,705....	71,099
Average attendance.....	63,558....	87,840
Number of male teachers employed.....	1,027....	907
Number of female teachers employed.....	1,283....	2,224
Salary per month paid to male teachers.....	\$38 00....	\$65 92
Salary per month paid to female teachers...	\$23 30....	\$36 61

SCHOOL REVENUES.

	1863-'64.	1873-'74.
Amount appropriated by the State.....	\$77,375 52....	\$1,307,331 00
Amount of township school tax.....	\$403,190 71....	\$51,313 33
Amount received from tuition fees.....	\$81,181 92....	.....
Amount raised for building and repair- ing school-houses.....	\$41,593 47....	\$660,715 32
Amount received from surplus revenue. ....	.....	\$35,363 30
Amount of district school tax.....	.....	\$442,345 48
Total.....	<u>\$603,341 62....</u>	<u>\$2,497,068 43</u>

NEW YORK.

HON. NEIL GILMOUR, State Superintendent of Public Instruction, was born in Paisley, Scotland, 1840, where he received a thorough school training. He came to this country at sixteen years of age, and immediately entering Union College, graduated in 1860, among the first four in his class. He provided himself with means to pursue his course by keeping a college bookstore. After graduating he taught in the Academy at Corning, N. Y., and studied law. He was subsequently admitted to the bar. He has twice been elected School Commissioner, and, on joint ballot of the Legislature in the spring of 1874, he was elected State Superintendent, to succeed Hon. Abram B. Weaver.

EDUCATION IN THE PAST.

NEW YORK was one of the original thirteen States. Her first Constitution, that of 1777, contains no allusion to schools. That of 1846 set aside the proceeds of all State lands as a common-school fund. The Constitution of 1846 declared inviolate the capital of several educational funds at that time existing.

In 1787, the Board of Regents of the University was created and empowered to incorporate colleges and academies. The powers of this Board have since been enlarged from time to time. In 1795 the first act for the maintenance and encouragement of common schools was passed by the Legislature. It made an annual appropriation of \$50,000 for five years to the respective cities and towns, for instruction in the English branches. The supervisors were required to raise by tax one-half of the amount for the same purpose. After four years, however, the Legislature ceased to make the appropriation. In 1805 the School Fund was established. In 1812 a common-school law, which had been recommended by an educational commission, was adopted by the Legislature, and immediately went into effect, constituting the groundwork of the educational system to which the Empire State has justly pointed with pride. It provided for the division of the several towns of the State into school districts by three Commissioners, elected for that purpose; stipulated that the interest of the

school fund should be distributed on a basis of children from five to fifteen years of age, and expressly declared that each town should annually raise by tax for school purposes as much money as it received from the school fund. The whole system was placed under the superintendence of an officer designated by the council of appointment. In 1814, District Trustees were authorized to collect from parents and guardians the sums necessary to meet any deficiency in teachers' wages. In 1834, a portion of the revenue from the Literature Fund was set apart to be distributed by the Regents to such academies as should provide for the education of common-school teachers. In 1841 the Legislature authorized County Boards of Supervisors to appoint County Superintendents, who should exercise jurisdiction and supervision over schools. In 1844 the first Normal School in the State was established at Albany. In 1847 the office of County Superintendent was abolished, and the care and supervision of school affairs were intrusted to a single officer in each town. The office of Town Superintendent was in turn abolished in 1857, and District School Commissioners were provided for. Four years prior to this time (1853) what was known as the Union Free School Law was enacted. It enabled cities and villages hitherto divided into districts to consolidate for the purpose of maintaining free graded schools. In 1864 a bill passed the Legislature revising and consolidating the General Acts relating to Public Instruction. This act was amended in 1865 and 66, and again in 1867, when the Free School System of the State was fairly inaugurated.

PRESENT SCHOOL SYSTEM.

This system, modified in some respects by recurring legislation, is in force to-day. It is not inappropriately said to rest on territorial subdivisions of the State, known as the school districts—whose boundaries are defined and altered by the School Commissioner—and on Union Free School Districts, and the City Districts created by special acts.

The following are its principal features :

The State Superintendent is elected for three years by a joint ballot of the Legislature, receives an annual salary of \$5,000,

and is annually allowed \$3,000 for deputy, and between \$8,000 and \$9,000 for clerk hire. He is, *ex officio*, a Trustee of the People's College, and of the New York State Asylum for Idiots, a Regent of the University, and Chairman of the Executive Committee of the State Normal School. He has the supervision of all the schools in the State, provides for the education of all Indian children, makes annual reports to the Legislature, and performs all the duties and functions which naturally belong to the office of State Superintendent. He may remove School Commissioners or other officers for cause, grant teachers' certificates valid throughout the State, issue temporary licenses to teach, annul teachers' certificates granted by School Commissioners, or declare any diploma issued by the State Normal Schools ineffective and null as a qualification to teach a common school within the State. He decides all matters of appeal in all school questions arising in school districts, and his decision is final.

School Commissioners are elected for three years by the voters in their respective districts. These districts, as determined by law, number one hundred and fourteen in the State. The Commissioners receive an annual salary of \$800 from the State (\$200 quarterly), and \$200 from Boards of Supervisors. The latter may allow extra compensation, which is done in several instances. Commissioners are prohibited under penalty of removal from recommending or procuring the use of any book, or school apparatus, or furniture, of any kind whatever, in any common school, or the purchase of any book for a district library. They are required to visit and examine the schools within their jurisdictions, to advise and counsel with the trustees, to look after the condition of the school-houses, and condemn such as are unfit for use, to recommend the proper studies, to examine and license teachers, to examine charges against teachers, and on sufficient proof annul ~~their~~ certificates, and annually to apportion and divide among the districts the school moneys apportioned to their respective counties, by the Superintendent of Public Instruction.

Town Clerks are required to carefully keep all books, maps, papers, and records of their office touching common schools, to

record the certificates of apportionment of school moneys, to notify the Trustees of the filing of such certificates, to obtain from Trustees their annual reports, to distribute to Trustees all the books and blanks forwarded for their use, to file and keep the description of district boundaries, and when called upon to take part in the erection or alteration of school districts.

District Trustees, consisting of one or three, as the district may decide, are required to call meetings, to prepare tax lists and warrants, to purchase sites, and build or hire school-houses, to insure school-houses and libraries, and to report annually to their School Commissioner all school statistics, and such other information as may from time to time be required. They alone can legally prescribe text-books. A district which has decided to have a sole trustee cannot change again to three trustees.

Neighborhoods are empowered to choose Clerks and Trustees, the same as districts, and to build or purchase school-houses. There are only four of these *separate neighborhoods* in the State.

District Meetings are empowered to vote a tax not exceeding \$25 a year for maps, globes, blackboards, and other school apparatus.

Common Schools throughout the State are free to all persons over five and under twenty-one years of age, residing in the district. Separate schools are provided for the Indians, and the school authorities of any city or incorporated village may establish schools for colored children whenever they deem it expedient to do so, subject to the same rules and regulations as the white schools. In 1866 the State Superintendent was specially charged with providing schools for the Indian children. These schools, as a general thing, are remarkably well attended. Out of nine hundred and seventy Indians between five and twenty-one years of age, living on the Allegany and Cattaraugus Reservation in 1873, eight hundred and twenty attended school, and the average daily attendance was six hundred and twenty.

A teacher to be fully qualified must have a diploma from State Normal School, or a certificate from th

Public Instruction, the School Commissioner within whose district he is employed, or from the school officer of the city or village in which he is employed, authorized by special act to grant such certificate. No person who is within two degrees of relationship, by blood or marriage, to any District Trustee, can be employed except with the approval of two-thirds of the voters of the district.

Teachers' Institutes have been held in the State for more than thirty years. They have been maintained for seventeen years by State appropriations, and generally continued in session for a period of about two weeks. During 1873, County Institutes were held in fifty counties. They were attended by two thousand two hundred and sixty-five male and six thousand five hundred and ninety-five female teachers. The average attendance of teachers for each county was one hundred and eighty.

The Normal Schools in the State number eight, and are located at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam. The aggregate of attendance during 1873 amounted to two thousand seven hundred and sixty-one, besides those in the academic and training departments.

SCHOOL LIBRARIES.

District Libraries are a prominent feature in the educational system of New York. In 1838, through the exertions of James Wadsworth, of Geneseo, and other persons, an annual appropriation of \$55,000 was secured for District Library purposes from the income of the United States Deposit Fund. This appropriation continues to be made by the Legislature every year. Furthermore, the taxable inhabitants of each school district are empowered to lay a tax on the district, not exceeding \$10 in any one year, for the purchase of library books. Whenever the library money apportioned to a district in any year is less than \$3, the trustees may apply it in payment of teachers' wages. Whenever the volumes in the district library of any district numbering over fifty children, between five and sixteen

years old, or of any district numbering fifty children or less between the said ages, shall exceed one hundred volumes, the voters of the district may appropriate the whole or any part of the library money belonging to the district for the current year, to the purchase of maps, globes, blackboards, or other scientific apparatus for the use of the school; and in every district having the required number of volumes in the District Library, and the maps, globes, blackboards, and other apparatus mentioned, the said moneys, with the approbation of the Superintendent of Public Instruction, may be applied to the payment of teachers' wages. Trustees are the custodians of the libraries. They are liable to their successors, and the librarian is liable to them for books destroyed or damaged.

Free Libraries, after the Massachusetts plan, were provided for in a bill introduced and carried through the Legislature by Mr. Judd, of Richmond County, in 1872. The act stipulates that whenever a majority of the legal voters of any city, town, or village, petition for the same, the authorities can assess a capita tax of \$1 for the establishment of a free library, and fifty cents every year thereafter for its support and maintenance. The signature of the County Judge has to be affixed to the petition, certifying to its genuineness. This proviso is not a part of the Massachusetts law, but was deemed advisable to guard against any irregularities which might be attempted in large cities, like New York, for example, for the purpose of getting hold of and squandering large sums of library money.

Notwithstanding the liberal provisions made for libraries in New York State, the accounts regarding them are far from favorable. The report of the State Superintendent, transmitted to the Legislature February 20, 1874, says: "For several successive years the attention of the Legislature has been directed to the wretched condition of our School District Library System, and yet the sum of \$55,000 is annually distributed in pretended support of libraries that in many districts do not exist. The decrease in the number of volumes during the last year was seventeen thousand six hundred and thirty-eight. This is a continuation of the uninterrupted decline which reduced the number of volumes from one million six hundred and four

thousand two hundred and ten in 1853, to eight hundred and fifty-six thousand five hundred and fifty-five in 1873."

The Regents of the University number nineteen, and are elected for life by a joint ballot of the two branches of the Legislature. John V. L. Pruyn, of Albany, appointed Regent in 1844, is Chancellor of the University, and Erastus C. Benedict, of New York City, appointed in 1855, is Vice-Chancellor. The following are the names of the other Regents in the order of their appointment: Prosper M. Wetmore, New York City; Robert G. Rankin, Newburgh; George W. Clinton, Buffalo; Lorenzo Burrows, Albion; Robert S. Hale, Elizabethtown; Elias W. Leavenworth, Syracuse; J. Carson Brevoort, Brooklyn; George R. Perkins, Utica; Geo. W. Curtis, Staten Island; Wm. H. Goodwin, Ovid; Francis Kernan, Utica; John L. Lewis, Penn Yan; Horatio G. Warner, Rochester; Henry R. Pierson, Albany; Martin I. Townsend, Troy; James W. Booth, New York City; Anson J. Upson, Albany. The Governor, Lieutenant-Governor, Secretary of State, and Superintendent of Public Instruction are *ex officio* Regents of the University.

LEGISLATION DURING 1874.—COMPULSORY EDUCATION.

During the session of 1874, the State Senate passed an act giving the appointment of the State Superintendent of Public Instruction to the Regents. Pending its consideration in the Assembly a new election for Superintendent came on, and the bill was defeated. An act introduced into the Assembly for abolishing the Board of Regents, and the Department of Public Instruction, and establishing instead a Board of Education consisting of ten members, to be appointed by the Governor, and to be known as the Board of Regents, seven of the new Board to be selected from the present Board of Regents, and the terms of two to expire each year in February, this Board to select a Superintendent for a term of three years, and prescribe his duties—was also defeated when brought up for final passage. Both Houses, however, passed, and the Governor affixed his signature to, a rigid enactment designed to put an end to juvenile ignorance in the State. We give elsewhere a synopsis of this Compulsory Educational Act.

TEN YEARS' PROGRESS.

	1863-'64.	1873-'74.
Number of school districts.....	11,717....	11,995
Number of teachers employed at the same time for twenty-eight weeks or more.....	15,807....	18,295
Number of children between five and twenty-one years of age.....	1,307,822....	1,560,820
Number of male teachers employed,	5,707....	7,097
Number of female teachers employed,	21,181....	22,367
Average annual salary of teachers...		\$405 31
Number of children attending school,	881,184...	1,030,779
Average daily attendance.....		499,469
Number of volumes in district libraries.....	1,111,438....	856,555
Total number of school-houses....	11,712....	11,739
Total receipts for school purposes...\$5,069,250 29....	\$12,088,762 98	
For teachers' wages.....\$3,093,460 46....	\$7,415,181 39	
For libraries.....\$26,890 51....	\$27,203 79	
For school apparatus.....\$137,613 49....	\$294,145 68	
For colored schools.....\$30,468 33....	\$74,611 49	
For school-houses, sites, etc.....\$647,301 23....	\$1,994,132 89	
Total expenditures for school purposes.....	\$5,069,250 29....	\$12,088,762 98

The school moneys for the fiscal year ending September 30, 1874, were derived from the following sources:

From the common school Fund.....	\$170,000 00
From the United States deposit fund.....	165,000 00
From the State school tax.....	2,500,032 68
Total.....	\$2,835,032 68

The apportionment was made, as required by law, as follows:

For salaries of school commissioners.....	\$1,200 009
For supervision in cities.....	19,000 00
For libraries.....	55,000 00
For contingent fund (including \$89.33 for separate neighborhoods)	66,666 66
For Indian schools.....	
For district quotas.....	
For pupil and average attendance quotas.....	

Total

NORTH CAROLINA.

ALEXANDER McIVER, State Superintendent of Public Instruction in North Carolina, was born in Moore County, 1822, of Scotch ancestry. When twelve years of age, he was apprenticed to a cabinet-maker, his father being dead. He preferred, however, to attend school, and was instructed at the Donaldson Academy, in Fayetteville, and by his uncle, Alexander McIver, a Presbyterian minister in Duplin County. He subsequently graduated from the State University, with the first distinction, studied and practiced law, and in 1859 was elected Professor of Mathematics in Davidson College. In 1869 he was elected Professor of Mathematics in the State University. In 1871 he was appointed State Superintendent of Public Instruction by Governor Caldwell. In politics he was a Whig before the war, a Unionist during the war, and has since generally voted with the Republican party. In 1865 he was a delegate to the State Convention called to repeal the ordinance of Secession. Superintendent McIver displays much ability in his State reports, and has made large numbers of friends by his official courtesy and kindness.

EDUCATION IN THE PAST.

HON. ALEXANDER McIVER, State Superintendent of Public Instruction, contributes the following paper to the Annual.

A FUND for the support of common schools was appropriated by the General Assembly in the year 1825, consisting of the dividends arising from the stocks then owned by the State in certain banks and works of internal improvement in the State, the tax imposed by law on licenses to retailers of spirituous liquors and auctioneers, the unexpended balance of the agricultural fund, all moneys paid to the State for entries of vacant lands, and for all the vacant and unappropriated swamp lands in the State, together with such sums of money as the Legislature might afterwards appropriate.

In the year 1836, the governor of the State, the chief justice of the Supreme Court, the speaker of the Senate, the speaker of the House of Commons, and the treasurer of the State, for the time being and their successors in office, were constituted a body politic and corporate, under the name of "The President and Directors of the Literary Fund."

In 1840, the permanent school fund was about two millions of dollars, yielding an annual income of about one hundred and twenty thousand dollars. In that year the General Assembly provided for the apportionment of the income of the school fund among the several counties, according to the white popu-

lation of each, and for establishing free public schools for the education of all white children. The several counties in the State had voted to raise, by taxation in the county, an additional school fund, equal to at least half the sum apportioned to the county from the State fund.

From the year 1840 to the beginning of the civil war, from two hundred thousand to two hundred and fifty thousand dollars were paid annually to support from two to three thousand free schools, three months every year. The school law was administered by a State superintendent of common schools, a board of five superintendents in each county, and a school committee of three in each school district.

PRESENT SCHOOL SYSTEM.

The school funds were almost entirely destroyed by the results of the war, and the public schools were closed till about the year 1870.

The constitution adopted in 1868 makes provision for public schools as follows:

"The General Assembly at its first session under this constitution, shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years.

"Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be taught at least four months in every year; and if the county commissioners of any county shall fail to comply with the aforesaid requirements of this Section, they shall be liable to indictment.

"The proceeds of all lands that have been, or hereafter may be granted by the United States to this State and not otherwise specially appropriated by the United States or heretofore by this State; all moneys, stocks, bonds, and other property now belonging to any fund for purposes of education; the net proceeds that may accrue to the State from sales of estrays, or from fines, penalties, and forfeitures; the proceeds of all sales of the swamp lands belonging to the State; all money that shall be paid as an equivalent for exemption from military duty, shall be securely invested, and sacredly preserved as an irreducib'

educational fund, the annual income of which, together with so much of the ordinary revenue of the State as may be necessary, shall be faithfully appropriated for establishing and perfecting in this State a system of free public schools, and for no other purposes or uses whatsoever."

The constitution also appropriates seventy-five per cent. of the entire State and county capitation tax to the support and maintenance of free public schools. It gives to the county commissioners supervision and control of the public schools in their respective counties, and provides for the election of a school committee of three in each township biennially, and for the election of a State superintendent of public instruction every four years.

In addition to the fund provided by the constitution, the law appropriates all taxes upon retailers of spirituous liquors and auctioneers, and a tax of eight and one-third cents on every hundred dollars worth of property and credits in the State for the support and maintenance of free public schools. The entire education fund in the State is estimated at about three hundred thousand dollars a year. The law requires that if the fund thus provided shall be insufficient to maintain the public schools four months each year in every school district in any county, it shall be the duty of the county commissioners of such county to submit the question of the levy and collection of an additional school tax to the electors of the county; and if at such election the majority shall vote for the additional tax, it shall be the duty of the county commissioners to levy a sufficient tax to maintain the schools four months.

The law apportions the school money to the children of the two races, according to their respective numbers, and provides separate schools and school districts.

The present permanent education fund of the State is \$2,190,564.65. Of this sum, \$65,117.50 consists of individual notes, generally secured by mortgage; \$1,040,347.15 of North Carolina State bonds and certificates of indebtedness; about \$40,000 of United States bonds, and \$1,047,100 of ante bellum bank stocks. The bank stocks are worthless; the State and individual securities are at present unproductive.

No provision has ever been made for city schools, or for local taxation. A bill was introduced at the last session of the Legis-

lature to authorize cities and towns of more than two thousand inhabitants, by a majority vote, to levy a municipal tax sufficient to maintain free public schools ten months every year. It was believed at one time that the bill would pass; but its friends dropped it under an apprehension that the civil rights bill, pending in Congress, would seriously affect, if not totally destroy the public school system of the State.

The administration of the Peabody Education Fund contributes much to public education in the State. From twenty to thirty graded schools, each containing from one hundred to five hundred pupils, are maintained ten months of the year, by combining the public school money with the assistance given from the Peabody Fund, and voluntary contributions by the people of the neighborhood.

The school report for the year ending June 30, 1873, shows that there are 348,603 children in the State between the ages of six and twenty-one, and that 146,737 of this number were in the public schools two and a half months on the average, from September 30, 1872, to June 30, 1873. The number of public schools in the State during the same time was 3,311. The number of teachers examined and approved was 2,690. The State Educational Association was permanently organized in July, 1873. There are no statistics to indicate the educational progress made during the past ten years.

DR. PRIESTLY, the great theologian and chemist, was sometimes condemned as a materialist. Rev. David Davis, the celebrated school-master of Castle Howill, wrote the following epitaph for him in advance :

"Here lie at rest
In oaken chest,
Together packed most nicely,
The bones and brains,
Flesh, blood, and veins,
And *soul* of Dr. Priestly."

When the doctor read it he is said to have indulged in a very hearty laugh.

O H I O.

THOMAS W. HARVEY, State Commissioner of Common Schools of Ohio, was born December 18, 1821, in New London, N. H. He removed to Ohio in 1833, and attended the winter sessions of the common school until fourteen years of age, when he was apprenticed to learn the printer's trade. The most of his academic education was obtained at the Western Reserve Teachers' Seminary, when it was under the management of Dr. A. D. Lord.

He started the Geauga High School, at Chardon, O., in the fall of 1845; took charge of the Seneca County Academy, at Republic, O., in the fall of 1848; was elected superintendent of the Massillon Union Schools in the spring of 1851, of which schools he had charge until September, 1866, when he was elected Superintendent of the Public Schools of Painesville, O. He was elected State Commissioner of Common Schools in the fall of 1871. His term of office expires January 1, 1875.

Mr. Harvey has been elected Superintendent of the schools of Cleveland and Columbus, and has declined both, choosing, rather, a more limited field of labor.

EDUCATION IN PAST YEARS.

THE Congressional Act of 1802, providing for the admission of Ohio into the Union as a State, stipulated that Section 16 of every township should be given to the inhabitants of every such township, for the use of schools, and the first State constitution enjoined that "schools and the means of instruction be forever encouraged by Legislative provision." In 1825, a general school law was passed recognizing the principles of taxation, but failing to provide a practical plan of operations. In 1831, the teachers and active friends of schools organized an association called the College of Teachers, which began in their annual gatherings the work of school agitation. In 1835, school returns from the county auditors were required by the Legislature. In 1836, Samuel Lewis, of Cincinnati, was appointed first State superintendent, with a salary of five hundred dollars annually. In 1837, the Legislature passed, after great opposition, an act which made the office of superintendent permanent, created a State school fund, imposed a county tax of two mills for the support of schools, gave incorporated towns and cities a board of education, and provided county examinations for candidates for the office of teacher. This was the beginning of a State system of education. Other legislation followed, until three general and a large number of special laws for the organization and maintenance of schools were in force in the State.

RE-ORGANIZATION OF THE SCHOOL SYSTEM.

In 1873, the sixtieth General Assembly assumed the task of codifying the various acts, and making one general law for the State. The latter was passed May 1, 1873, and the following are its main features:

First. The State is divided into school districts, which are thus classified: "City districts of the first class," to which belong all cities having a population of ten thousand or more. "City districts of the second class," to which belong cities having a population less than ten thousand. "Village districts," which include incorporated villages. "Special districts" and "Township districts."

Second. Clerks as well as treasurers of education are required to give bonds.

Third. No member of a board of education is entitled to receive any compensation for official services except as clerk.

Fourth. County examiners are allowed two dollars a day for every day necessarily spent in the performance of their official duties.

Fifth. County commissioners can remunerate auditors not to exceed ten dollars for each school district in their respective counties.

Sixth. Boards of education are empowered to authorize and require a levy not to exceed seven mills on the dollar to be assessed on the taxable property in their respective districts; an affirmative vote of a majority of all the members of a board is necessary to carry a motion to authorize the purchase or sale of property, to employ a superintendent, teacher, janitor, or other employee, or to pay any debt or claim.

Seventh. Boards of education can, whenever they deem it expedient, require any language whatever to be taught in the schools under their control. It is made their duty to cause the German language to be taught when demanded by seventy-five freeholders, representing not less than forty pupils, who shall in good faith desire and intend to study both the German and the English language. Branches of study pursued in the common schools must be taught in the English language.

Eighth. The studies to be pursued, and the text-books to be used in the schools are to be determined by the boards of edu-

cation of the respective districts. No text-book can be changed within three years after its adoption, without the consent of three-fourths of the members of a board, given at a regular meeting.

Ninth. Boards of education can make rules and regulations for the protection of school property against injury, and of schools against molestation.

Tenth. Boards of education are empowered to establish separate schools for colored youth, when their number exceeds twenty, and to provide suitable evening schools for whites when required.

Eleventh. An enumeration of all unmarried youth between six and twenty-one years of age is required to be made in each district annually.

Twelfth. The school year begins on the first day of September, and closes on the thirty-first day of August.

Thirteenth. All property, real or personal, vested in any Board of Education, is exempted from tax and from sale on any execution.

The State Commisssoner of common schools is elected for a term of three years, and receives an annual salary of two thousand dollars. He is required to give five thousand dollars bonds for the faithful performance of his duties, to visit each judicial district annually, and to make a yearly report before the 20th of January.

The State Commissioner is required to appoint *a State board of three examiners*, consisting of three competent persons, holding their offices for two years, and authorized to issue life certificates of high qualifications to such teachers as may be found upon examination to possess the requisite scholarship.

The State common school fund consists of such sum as is produced by the annual levy and assessment of one mill upon the dollar valuation on the taxable property of the State, and the moneys arising from the sale of lands appropriated by Congress for the support of schools.

LEGISLATION IN 1874.

The General Assembly of 1874 passed four different acts, making some slight modifications in Sections 23, 24, 25, 27, 42,

47, 59, 77, 83, 93, and 96, of the general law for the reorganization and maintenance of common schools, passed May 5, 1873.

The changes made are, in substance, as follows:

First. Clerks of special school districts and of sub-districts are required to post in three or more conspicuous places, at least six days prior to the election, notices designating the day and hour of opening and closing said election.

Second. Boards of education can suitably remunerate persons employed to take the annual enumeration of unmarried youths, but such compensation in sub-districts shall not exceed two dollars.

Third. County treasurers, when making annual settlements with county auditors, are entitled to mileage for traveling to and from the county seat.

Fourth. No money shall be paid to the treasurer of a board of education other than that received from the county treasurer except by the clerk or upon his order.

Fifth. Boards of examiners, to secure a more thorough examination of teachers and pupils, may temporarily associate with themselves one or more other persons in conducting examinations.

In addition to these changes, the General Assembly likewise passed, March 30, 1874, a supplementary act to that of the previous year, which provides for the organization of new village districts, election of and organization of boards of education, and continuance of members in office in certain cases. It also stipulates what gives validity to teachers' certificates.

STATISTICS FOR 1873-74.

School districts in the State	1,900
School-houses erected during the year	542
Cost of the same	\$1,008,786
Estimated value of school-houses including grounds.	17,659,276
Number of different teachers employed.....	21,899
Number of pupils enrolled in the schools.....	704,018
Average daily attendance.....	407,917
Average number of weeks the schools were in session ...	2,797
Number of school officers.....	39,922
Total receipts, including balance on hand.....	\$10,144,683.16
Total expenditures	7,431,975.60

NINE YEARS' PROGRESS.

	YEAR 1864.	YEARS 1873-74.
Number of primary schools.....	11,661	..... 14,193
Number of high schools.....	149	..... 350
Male teachers employed	7,518	..... 9,789
Female teachers employed	12,590	..... 12,110
Average wages of male teachers per } month in common schools	\$28.25	..... \$40.61
Average do. female	24.75	..... 29.45
Aggregate expenditures for tuition } and incidental expense	2,420,940	5,535,747.31
Do. for buildings, sites, and repairs ..	317,184	1,437,655.94
Total expenditures for all purposes .	2,738,124	7,431,975.60

There are 264 county examiners in the State—of whom 152 are teachers, 40 attorneys, 23 ministers, 13 farmers, 6 physicians, 6 merchants, and 20 engaged in other employments.

Sixty-two Teachers' Institutes were held last year, and \$12,590.72 expended in sustaining them.

THE following is a literal copy of an application recently made in Jefferson Parish, La., for the position of teacher:—

KENNERVILLE, Jefferson Parish, La.

SIR MR. : I have the honor of writing a few lines to you addressing you with some of the names of the Generals in first discovery of America—and if I am accepted as a teacher in this Parish By you I will do all I can for you as their are greate many Books Will be Wanted, you can get them at hold sale price, and forward you the money for the said books, from time to time. Leaving these Remarks with you hoping you will do all you can for me Your respectfully servant

REV LEWIS, Teacher.

O R E G O N .

HON. S. C. SIMPSON, Superintendent of Public Instruction of Oregon, was born in Platte County, Mo., March 21, 1844. He proceeded to Oregon with his parents in 1846, and has lived here ever since. He was educated principally at Willamette University, Salem, Or., and received from that institution the degrees of A.B. and A.M. He was elected Professor of Ancient Languages in Willamette University in September, 1865. After serving for two years, he resigned, and was admitted to the bar of the Supreme Court of Oregon as an attorney-at-law in September, 1866, and commenced practice in 1867. He was elected Chief Clerk of the Oregon State Senate in 1868, again in 1870, and again in 1872. In 1872 a law was passed creating the office of Superintendent of Public Instruction, and providing for an election at that session of the Legislature of a person to fill the office until the general election in 1874. The Legislature, however, adjourned without electing any one, and in January, 1873, the Governor appointed Mr. Simpson to the office. Rev. L. L. Rowland, M.D., has been elected to succeed him.

EDUCATION IN THE PAST.

OREGON was admitted into the Union, as a State, in 1859. The Constitution adopted by the people two years before provided that the proceeds of all lands granted to the State for educational purposes, except the University land, all money which might accrue to the State by escheat or forfeiture, exemptions from military duty, from the sale of the five hundred thousand acres reserved by the act of 1841, and from the five per cent. of net proceeds of the sales of the public lands on the admission of the State into the Union—should constitute an irreducible fund for the support of common schools in each school district, and the purchase of suitable libraries and apparatus therefor. The Constitution further stipulated that the Governor should act as Superintendent of Public Instruction for the first five years, at the end of which time the Legislature should designate a successor. At the end of the five years' time, viz., in 1862, a general school law was enacted, which made provision for a State Superintendent, for the election of County Superintendents, and for three Directors for each school district.

PRESENT SCHOOL SYSTEM.

This act underwent changes at the hands of the Legislature until 1872, when a new school law was passed, which is still in force. The following are its main features:

The State Superintendent is elected by the people for four years, receives an annual salary of \$1,500, and exercises a general superintendence of the county and district school officers and

the public schools of the State. He is Secretary of the Board of Education, is required to annually hold one State Teachers' Institute at the capital, and a Teachers' Institute in each judicial district, and to report biennially to the Legislature.

The State Board of Education consists of the Governor, Secretary of State, and State Superintendent of Instruction. It is empowered to grant, at its semi-annual meetings, to teachers, upon examination, life diplomas, State diplomas (good throughout the State for six years), and State certificates (good throughout the State for two and a half years). The fees charged for diplomas and certificates are as follows: For State life diploma, \$10; for State diploma, \$6; for State certificate, first grade, \$4; second grade, \$2.50. The fees resulting go to defraying the expenses of the Board. The State Board is likewise empowered to prescribe rules for the general government of the public schools.

County Superintendents are elected for two years, and are liable to a fine of \$100 for non-performance of their duties, which are about the same as those of County Superintendents generally, viz., visiting schools, laying out school districts, examining teachers, and collecting school moneys belonging to the State. Their pay is fixed by the County Courts.

District Directors, three for each district, employ teachers, build school-houses, issue warrants for the collection of school taxes, etc. Women who are widows, possessed of taxable property, and having children to educate, are entitled to vote in the elections for School Directors.

Teachers, in case the County Superintendents do them injustice on examination, may apply to the State Superintendent, who is authorized to issue certificates to them of the same force as those given by county certificates.

The legal school age is from four to twenty years. Sixty days, or twelve school weeks, constitute a quarter of a school year.

On the application of one hundred voters, in any district containing not less than ten thousand inhabitants, one of the schools in such district must be taught in the German language.

So late as 1872, there was the utmost possible diversity of text-books in use in the public schools of Oregon. There was scarcely a series of school books, in any of the common branches, in print in the United States, which was not more or less used

in some part of the State; and sometimes nearly all the series were represented in a single district. Many of the Superintendents complained of this diversity of text-books as the chief obstacle to the advancement of the schools. Since then, however, the Legislature has adopted the principle of State uniformity, and a uniform series of text-books has been selected, and very generally introduced in the State. These books were adopted for four years from December 1, 1873, by vote of the County Superintendents. Every district failing to use them forfeits its proportion of school money.

One School Institute was held in the State during 1873.

From the reports of County Superintendents, it appears that there is not a single school library in the State, and that no school is thoroughly supplied with proper apparatus. A black-board and some chalk crayons constitute the entire apparatus of the ordinary country school. The more pretentious city schools have a few wall maps and charts, and, though very rarely, globes.

The *Common School Fund*, resulting from the sale of land grants, and from other sources, amounts to about \$500,000. It is under the management of a Board of Commissioners, consisting of the Governor, Secretary of State, and State Treasurer. County and district taxes are also levied for school purposes.

LEGISLATION DURING 1874.

The State Board of Education met in May, and adopted, for the government of the public schools and school officers in the State, a series of rules and regulations, of which the following are the more important:

First. The State Superintendent can grant certificates to teachers only upon appeal from County Superintendents, on the ground of injustice having been done the applicant. In any case of sufficient importance, the State Superintendent may bring the matter before the Board of Education.

Second. Only two grades of certificates can be issued *by* County Superintendents. Examinations must be conducted, *as* far as possible, in writing.

Third. An applicant for a teacher's certificate, refused in *one* county, cannot be granted a certificate in another county, *until* after the expiration of three months.

Fourth. Children under eight years of age must not be kept in school longer than four hours per day.

Fifth. Whenever the unexcused absences of any pupil during any one term shall amount in the aggregate to seven days, the delinquent shall be expelled from school, if the Superintendent so orders.

In a supplemental report issued in 1874, the State Superintendent, after urging, among other things, that increased pay be given the County Superintendents, says:

Among the principal and most urgent needs of the school system of Oregon are the following:

First. A sufficient increase of school funds to enable every district in the State to maintain a *free school* for six months, or longer, during each year.

Second. Some means by which a larger and more regular attendance upon our public schools may be secured.

Third. Better facilities for training teachers and fitting them for their calling.

EDUCATIONAL STATISTICS.

1873-74.

Amount apportioned to districts at last apportionment.....	\$49,454 17
Amount of district tax levied and collected.....	\$71,152 04
Amount paid teachers from district tax.....	\$28,865 32
Amount paid teachers from rate-bill and subscriptions.....	\$45,640 38
Amount paid teachers from county funds.....	\$80,437 85
Amount of incidental expenses.....	\$35,977 65½
Amount paid for building school-houses.....	\$2,352 45
Value of school-houses.....	\$236,001 10
Value of other school property.....	\$76,238 89
Number of districts reporting.....	642
Number of legal voters reported.....	21,547
Number of children of school age—males, 19,391; fe-	
males, 18,049.....	37,440
Increase over last year.....	928
Average attendance reported.....	15,329
Number of quarters school was taught.....	1,002 ¾
Average number of quarters school was taught, per district.	1.5
Number of teachers reported.....	607
Average pay of male teachers per month.....	\$47 54
Average pay of female teachers per month.....	\$43 79

PENNSYLVANIA.

JAMES PYLE WICKERSHAM, LL.D., State Superintendent of Public Instruction of Pennsylvania, was born in Newlin, Chester County, March 5, 1825, and is descended from a long line of distinguished Quaker ancestry. He early exhibited a remarkable fondness for reading, which increased with his years. He was educated in the common school and the Unionville Academy. When only sixteen years old he began teaching in the latter institution. So successful was he that at twenty he had made a wide reputation as an instructor. In 1845 he became Principal of the Marietta Academy. He was subsequently elected County Superintendent of Lancaster County, and founded the Normal School Institute at Millersville, out of which grew the first Normal School and the Normal School System of Pennsylvania. In 1856 he was elected Principal of this school, which position he held until appointed in 1868 State Superintendent of Common Schools by Governor Curtin. This office he has now held for nearly three terms, or nine years, having been twice reappointed by Governor Geary, and unanimously confirmed by the Senate. Under his administration the school affairs of Pennsylvania have made rapid progress. Mr. Wickersham was elected President of the National Superintendents' Association in 1869, and has filled many other honorary positions. He took an active part in raising troops for the war, commanded a regiment himself for some time, has written largely for the press and periodicals, and published two volumes entitled, "School Economy," and "Methods of Instruction." Since 1870 he has edited *The Pennsylvania School Journal*. Mr. Wickersham never used liquor or tobacco in any form, and has never been sick a day in his life.

EDUCATION IN THE PAST.

WILLIAM PENN'S charter, or framework of government, provided that the Governor and Provincial Council should erect and direct all public schools in Pennsylvania. Trustees and managers were named and appointed for such schools in 1752. The Provisional Constitution, framed in 1776, provided for the establishment of a school in each county. Ten years later the proceeds of sixty thousand acres of public lands were appropriated for the use of public schools.

In 1819 the first real school law was passed. It provided for the free education of all children between five and twelve years of age, whose parents were unable to pay for their schooling. In 1831 a bill was passed looking to the general education of all classes. Supplementary acts followed during the four succeeding years. One authorized the common school fund, and made provision for the distribution of its income. Another provided free education for all in the State between the ages of six and twenty-one years.

PRESENT SCHOOL SYSTEM.

This act, passed in 1834, was really the foundation of the present school system, which embraces the following features:

The State Superintendent of Instruction is appointed by the Governor, with the consent of the Senate, holds the position for three years (four years under the Constitution of 1873), and appoints his subordinate officers. The present force in the Department consists of one Superintendent, two deputies, three clerks, and one messenger. The Superintendent is Hon. J. P. Wickersham, LL.D., whose address is Harrisburg. His deputies are Henry Houck and R. Curry.

County Superintendents, of which there are sixty-five, are elected by the school directors of their respective counties. Their duties are to visit all the schools within their jurisdiction, examine teachers, and report annually to the State Superintendent. Their salaries are fixed by the Directors and paid by the State Superintendent, who fills vacancies in office.

There are twenty-one city and borough Superintendents elected in like manner. The aggregate salaries of the entire eighty-six Superintendents for 1874 was \$108,000.

The *District Directors* number six for each district and are elected, two each year, by the people. They are vested with the power of levying and collecting taxes, building and furnishing school-houses, employing and paying teachers, and selecting text-books, and managing the schools generally. The courts have power to remove directors for the non-performance of duty, and the State Superintendent can refuse to pay a district its quota of the annual State appropriation if the directors do not keep the schools open according to law.

There are four different kinds of teachers' certificates in Pennsylvania, viz.:

First. The "State Certificate," given by the Board of Examiners of the State Normal Schools, and permanently good all over the State.

Second. The "Permanent Certificate," given by the State Superintendent to teachers holding professional certificates, and good for one year in every county.

Third. The "Professional Certificate," given for the term of

the County Superintendent granting it, and good in the county for one year thereafter.

Fourth. The "Provisional Certificate," given by the County Superintendent, and good for only one year in the county.

In his last report, the State Superintendent of Public Instruction says: "The educational growth of the State has been truly wonderful since 1867, probably exceeding that of any other State in the Union."

The taxes levied and collected for school purposes throughout the State last year amounted to over eight millions of dollars.

The School Fund proper consists of an annual State appropriation, together with local taxes and fines, in special cases.

Fifteen thousand and three persons received certificates to teach during 1873.

There are twelve thousand one hundred and thirty-seven school-houses in the State.

Overfield is the only district in the State which has not now in operation a system of common schools.

Pennsylvania cannot boast of her school-houses. Of the twelve thousand one hundred and thirty-seven only one thousand two hundred and one are reported as being suitably improved, that is, first-class in all respects, and five thousand four hundred and seventy-five are badly ventilated.

The school age is between six and twenty-one years. It is estimated that there are three hundred thousand children in the State of the requisite age, who do not, in any one year, attend school.

The free school system of Philadelphia, now in existence for more than a half century, embraces four hundred and twenty-five school-houses, one thousand seven hundred and forty-two teachers, one hundred and forty-eight thousand five hundred and eleven pupils, and, excluding the scholars of the night schools, an average attendance of seventy-two thousand and twenty-five.

Teachers' Institutes were held in every county of the State, and were attended by some twelve thousand teachers during 1873.

There are at the present time eight Normal Schools in suc-

cessful operation in the State, with three thousand pupils and one hundred professors and instructors. The last annual appropriation to all the schools was \$60,000. Students who prepare for teaching receive from the State fifty cents per week (soldiers' orphans one dollar), and fifty dollars at graduation.

There are one hundred and ninety thousand eight hundred and forty-four adults in Pennsylvania who cannot write their own names.

The last census gave Pennsylvania six universities and thirty-three colleges, with three hundred and forty-nine teachers and six thousand three hundred and fifty-seven students, including fourteen hundred and seventy females. While there are in the State some thirty-nine institutions with the corporate powers of colleges, but one-third of that number possess full collegiate rank. During the past six years as many new colleges have been established, and some \$2,500,000 have been expended in college buildings and endowments. The Superintendent of Public Instruction in his last report deprecates the increase of colleges, and says: "The Legislature should grant no more charters for colleges without requiring those asking for them to bring the institutions up to the full rank of a college. Some way should be provided for drawing a line between colleges worthy of the name and those that are not."

LEGISLATION DURING 1874.

The State Superintendent writes us that the change made in the school laws by the New Constitution, or by the last Legislature, was slight, beyond the following:

First. The title of the Bureau was changed from Department of Common Schools to Department of Public Instruction.

Second. The title of the chief officer was changed from Superintendent of Common Schools to Superintendent of Public Instruction.

Third. The new Constitution requires the Legislature to make an annual appropriation to the common schools of not less than \$1,000,000.

Fourth. Women can be elected to any office under the common school system.

Pennsylvania.

TEN YEARS' PROGRESS.

The following table of figures shows the educational progress made by Pennsylvania during the past ten years:

	1863-'64.	1873-'74.
School Districts in the State.....	1,825....	2,050
Schools.....	12,566....	16,305
Graded schools.....	1,453....	5,307
Number of pupils.....	637,785....	834,020
Average number of pupils.....	399,522....	511,418
Teachers.....	14,688....	19,089
County Superintendents.....	65....	86
Average monthly pay of male teachers,	\$25 42....	\$42 69
Average monthly pay of female teachers,	\$20 16....	\$34 92
Cost of tuition for the year.....	\$2,132,067 86....	\$4,325,797 47
Cost of tuition per month for each pu-		
pil.....	\$0 58....	\$0 96
Total cost, including expenses of all		
kinds.....	\$3,218,355 79....	\$8,345,836 41

A Philadelphia paper, in speaking of Mr. Asa Whitney's bequest to the Pennsylvania University of an endowment for a Professorship of Dynamical Engineering, mentions several special practical subjects inviting the study of the occupants of endowed professors' chairs. These include the minute organisms floating in the atmosphere, and said to have relations, not precisely known, to fevers and other epidemics; the invention of contrivances for heating and cooking, which shall prevent waste of fuel and life in America; ways of consuming the smoke from bituminous coal; ventilation of dwellings, factories, and public buildings, and "spontaneous combustion."

R H O D E I S L A N D .

HON. THOS. W. BICKNELL, Commissioner of Public Schools for Rhode Island, was born at Barrington, R. I., September 6th, 1834. He attended the common schools of the town from six to fifteen years of age; prepared for college at Thetford Academy, Thetford, Vt., from 1850-1853, and entered Amherst College, September, 1853, where he spent one year. He taught school from 1854 to 1857; entered Brown University in February, 1857, and graduated with degree of A. M. in June, 1860. He was Principal of the Arnold street Grammar School, Providence, three years, and of the Bristol High School six years. He was elected to the office of Commissioner of Public Schools of R. I., May, 1869. The office was then filled by the nomination of the Governor, and the confirmation of the State Senate. In 1871, a Board of Education was established, and the Commissioner is now elected annually by that body.

EDUCATION IN THE PAST.

RHODE ISLAND was one of the original thirteen States, and ratified the United States Constitution May 29th, 1790. The General Assembly in 1800 passed an act to establish Free Schools, but encountering violent opposition, the measure was repealed three years later. In 1828 an act was passed, authorizing towns to impose a school tax, not, however, exceeding in any one year twice the amount received from the State, the whole appropriation not to exceed \$10,000 during any one year. In 1839 the annual State appropriation was raised to \$25,000. Other legislation followed, until a general school system was established in 1855, after the matter had been agitated and discussed in every town in the State. In 1867, the work of establishing Evening Schools was vigorously undertaken, and they have ever since constituted an important feature in the educational system of the State. In 1871, the Legislature began to make special appropriations for the Evening Schools.

PRESENT SCHOOL SYSTEM.

The school system has been subjected to some modifications nearly every year, until it now embraces the following main features :

The State Superintendent is appointed by the State Board of Education. His term of office is one year, and he receives an annual salary of \$2,500.

The State Board of Education consists of the Governor, Lieut.-Governor, ex-officio, and a member from each county.

Town and City Superintendents are elected for one year, and receive from \$25 yearly in Barrington to \$2,500 in Providence.

Town School Committees are elected for three years (formerly one year); membership to these committees is open alike to men and women, as in Illinois, Massachusetts, and some other States. The experiment is now being made in Rhode Island of permitting ladies to officiate as school officers. Providence and three other towns have elected women to the School Boards.

The Permanent School Fund of the State is \$412,685.00; an annual State appropriation of at least \$50,000 for schools is required by law, including the income from the Permanent Fund. The State and town appropriations for the support of Public Schools amounted during the year 1873-4, to over \$600,000. This sum includes amounts expended in erecting new school-houses.

The Length of the School Year in the State has been increased to thirty-five weeks and four days; the longest average school-year in the New England States, and with the exception of New Jersey, the longest in the United States.

Teachers receive certificates for one year from the Town School Committees who examine them, and they are employed by District Trustees. The scholastic age is from five to sixteen years.

While there is no compulsory educational law, factory children are required to attend school four months in the year. The schools are of five grades: primary, intermediate, grammar, high, and mixed.

Superintendent Bicknell sends us the following items of interest:

The State Normal School which was suspended at Bristol, R. I., in 1865, was re-opened at Providence, September 6th, 1871, with one hundred and twenty-five pupils, and the success which has attended it, marks it as one of the first schools in the country. This school is still full, and new buildings are required for its accommodation.

1873 showed the largest average school attendance ever recorded in the State, namely, thirty thousand four hundred and forty-eight.

The average yearly salary of teachers, male and female, was last year (1873) \$420; monthly salary, \$46.91.

Thirteen Teachers' Institutes were held during 1873.

The annual meetings of the R. I. Institute of Instruction have assumed a character of great excellence and powerful influence, and the exercises now draw together the great body of our teachers and school officers, and the most earnest and intelligent friends of education in our State.

A compulsory school law is under discussion, and a bill will probably be introduced into our General Assembly at its next January Session.

LEGISLATION DURING 1874.

School legislation for the present year is devoid of general interest.

The most important bill passed is an Industrial School Act, which looks to the suppression of truancy and absenteeism.

The leading points which we wish to secure for our State, are,

First. Competent teachers.

Second. Thorough supervision.

Third. The attendance at school (public or private) of all the children of school age.

Fourth. Supplementary schools for adults, such as evening schools, with the accessions of reading-rooms, libraries, and debating clubs.

Fifth. Teachers' associations in every town, and local, town, county, and State institutes of a normal character.

TEN YEARS' PROGRESS.

	1863-'64.	1873-'74.
Number of Normal Schools in the State.....	1....	1
School Districts in the State..	400....	423
Cost of building and repairing school-houses.....	\$21,587 04....	\$171,292 00
Pupils enrolled in the schools.	28,358....	30,448
Average daily attendance.....	22,222....	24,698
Male teachers employed.....	230....	112
Average wages..... \$677 69 per year....	\$75 72 per month.	
Female teachers employed...	430....	646
Average wages..... \$375 63 per year	\$41 97 per month.	
Amount of State School Fund		\$450,000 00
Total receipts for School pur- poses.....	\$160,747 77....	\$589,861 32
Total Expenditures.....	\$108,487 68....	\$602,812 28

SOUTH CAROLINA.

HON. JUSTUS K. JILLSON, State Superintendent of Education, was born at Gardner, Massachusetts, November 17, 1839. He was educated for the profession of Teacher, at the "Wesleyan Academy," Wilbraham, Mass., and went to South Carolina, in May, 1866, under the auspices of the New England Branch of the Freedmen's Union Commission. He was first stationed at Camden, as Teacher of Freedmen, and elected to the State Constitutional Convention, from Kershaw County, in 1867. He was elected State Senator from the same county, in 1868, for two years. While a member of the Senate, he was Chairman of the Committee on Education, and drafted and introduced the original "Bill to Establish and Maintain a System of Free Common Schools for the State of South Carolina." He was elected State Superintendent of Education in 1868, and re-elected on the 16th October, 1872. His present term of office will expire January 1, 1877.

EDUCATION IN THE PAST.

SOUTH CAROLINA was one of the original thirteen States, and ratified the Constitution of the United States, May 23, 1798. Her first Constitution contained no educational provisions. It was the policy of the people to leave elementary education to parents. In 1811, a free school fund was established by the State, with a stipulation, that if the fund should prove inadequate for all applicants, preference should be given to the poor. This proviso imparted a sort of charity appearance to the fund, and few, if any, of the wealthier classes availed themselves of it.

An attempt to raise the character of the appropriation, by increasing the amount, was not successful. In 1843, a systematic effort was made by Governor McAllister and others, to increase the number of schools in the State. After some years, their efforts were crowned with partial success, and common schools were being established in Charleston and elsewhere, when the war came on, and arrested all educational advancement. In 1868, a new Constitution was adopted, which required the General Assembly to provide for a uniform system of free public schools; for the division of the State into school districts; for the compulsory attendance at either public or private schools of all children between the age of six and sixteen years, not physically disabled; for levying a tax on property and polls for the support of schools; for the establishment of a State Normal

School, a State Reform School, a State University, and educational institutions for the deaf, dumb, and blind. All the public schools, colleges, and universities, if supported in whole or part by the public funds, were declared free and open to all the children and youth of the State without regard to race or color.

PRESENT SCHOOL SYSTEM.

During the same year, 1868, the educational department of the State was organized, and two years later (1870), the Legislature passed "An Act to establish and maintain a system of free common schools for the State of South Carolina." In 1871, this act was amended, and it has since received some slight modifications. The following are its main features:

The State Superintendent is elected for four years, receives an annual salary of \$2,500, gives bonds to the extent of \$5,000, and has a general supervision over all the common and public schools of the State. He is required to secure uniformity of text-books, to forbid the use of sectarian or partisan books and instruction in the schools of the State, and to perform the other functions usually incumbent upon a State Superintendent.

The State Board of Education consists of the several County School Commissioners and the State Superintendent of Education, who is, *ex officio*, Chairman of the Board. The regular meetings of the board are held annually at the capital of the State, on the first Wednesday in October. The State Superintendent of Education has authority to call special meetings of the Board, at such times and at such places as he shall direct.

There are thirty-two County School Commissioners, one in each county. They are elected; their term of office is two years, and salary \$1,000 per annum, except the County School Commissioner of Charleston County, who receives an annual salary of \$1,200.

There is in each county a *Board of County School Examiners*, composed of the County School Commissioner, who is, *ex officio*, Chairman and Clerk of the Board, and two other members appointed by him. The principal duties of this board are: the examination of teachers and the appointment of School Trustees for the several school districts in the county.

Each county is divided into school districts. The management and control of the local educational interests of each

school district are vested in a Board of School Trustees, consisting of three members.

A commission of five to decide upon which text-books shall be used through the State consists of the Governor, the Chairman of the Committees of Education in both houses of the State Legislature, and two other gentlemen, selected one by each of the two bodies.

Notwithstanding the constitutional provision, the Legislature has so far taken no steps looking toward compulsory education.

Teachers are examined by County Boards of Examiners and employed by the District Trustees.

Separate schools are generally provided by the Commissioners for white and colored children, though the law does not enjoin it upon them to do so. Schools are not graded, except in Charleston, where there are primary, intermediate, grammar, and high schools.

There are three sources of school revenue, namely: (1) State school appropriations, or the proceeds of the special State school-tax, (2) poll-tax, and (3) local or school district taxes. The State Superintendent of Instruction says in his last report:

The General Assembly, in 1872, authorized and directed the levy of a tax of two mills on the dollar on all the taxable property in the State for the support of public schools, and appropriated for the support and maintenance of free common schools, during the fiscal year commenced November 1, 1872, the sum of \$300,000 from said tax. The sum of money realized so far from this special State school-tax is \$270,285.82.

The total amount reported as collected on account of poll-tax for the year ended October 31, 1873, was \$61,841. Of this amount only \$56,492.70 were available for the support of schools, the sum of \$1,138.70 having been allowed to County Treasurers for collection, and \$4,209.60 having been collected and not accounted for.

The total assessment of polls for the year ended October 31, 1873, was \$90,956, of which \$61,841 were collected, \$14,890 were returned as *nulla bona* and abated, and \$14,225 were reported to County Commissioners for collection under the provisions of "An act to enforce the payment of the poll-tax." It is believed that the effect of this act will be to increase considerably the amount of poll-tax collected.

Attention is called to the fact that while the voting population of the State is at least one hundred and six thousand seven hundred and twenty-two, yet the total assessment of polls is reported at only ninety thousand nine hundred and fifty-six. In Charleston County, which has a voting population of at least thirteen thousand eight hundred and fifty, only \$1,914 was collected on account of poll-tax for the last year.

The local taxes are subject to the will of the people of the several school districts. In very many school districts the people have refused to vote a local tax, giving, as the reason for such refusal, the failure of the State to make good its appropriations for school purposes.

During 1874 there was no legislation having direct or special bearing on the free common school system. There is a decided feeling, however, both on the part of the State Superintendent and others in and out of the State that something must be done at once to place the educational interests of South Carolina upon a better footing.

EDUCATIONAL STATISTICS.

*1873-74.

Number of Teachers' Institutes held during the year..	10
Number of Normal Schools in the State.....	1
School districts in the State.....	463
School-houses erected during the year.....	109
Pupils enrolled in the schools.....	85,594
Number of school officers.....	1,422
Male teachers employed.....	1,439
Average wages.....	\$33 78 per month
Female teachers employed.....	935
Average wages.....	\$32 06 per month
Legal school age.....	(Not limited)
Average cost of schooling for each scholar.....	(about \$1 50)
Number of white scholars in State.....	84,975
Number of colored scholars in State.....	145,127
Total receipts for school purposes.....	\$449,968 68
Total expenditures.....	\$337,550 93

* There are no statistics for 1863.

TENNESSEE.

HON. JOHN M. FLEMING, State Superintendent of Public Instruction, was born in Hawkins County, Tennessee, December 12, 1832, and educated at Emory and Henry College, Virginia, graduating June, 1851. He taught school three years in Kingston, Tenn., and in May, 1855, became editor of the *Knoxville Register*, continuing as such three years. In 1858 he was admitted to the bar, at Knoxville, as a lawyer. In 1860 he was elected to the Tennessee Legislature, from Knox County, for 1861-2, on the Union ticket. He took no part in the Rebellion. In 1864, he was appointed by President Lincoln United States District Attorney for District of East Tennessee, but declined to take the "test oath" of office. In 1867, he founded the *Knoxville Daily Free Press* (now *Daily Press and Herald*) of which he continued editor, in connection with law-practice at Knoxville, until March, 1873. In 1869, he was again elected to represent Knox County in the Tennessee Legislature, serving as Chairman of the Judiciary Committee of the House of Representatives. In 1871, he was appointed District Attorney for the District of Knox. In 1872, he was elected for the State at large, on the Greeley and Brown ticket, in Tennessee. On the 25th March, 1873, he was appointed by the Governor, and confirmed by the Senate, Superintendent of Public Instruction for Tennessee. Term of office, two years; salary, \$3,000.

EDUCATION IN THE PAST.

TENNESSEE was admitted into the Union in 1796. Her original Constitution contained no educational provisions. In 1823, certain tracts of land were devoted to a perpetual and exclusive fund for the establishment and promotion of common schools in each and every county in the State. It was stipulated by the Legislature that the proceeds from the sales of these lands should be paid into the Bank of Tennessee, to be loaned out for the purpose specified. Four years later other revenues were added to this fund. In 1835, the amended Constitution enjoined the Legislature "to cherish literature and science, knowledge, learning, and virtue being essential to the preservation of Republican institutions," and to preserve inviolate the school fund.

In 1858, upon the adoption of the Code of Tennessee, the school fund was declared by law to be \$1,500,000, then constituting a part of the capital stock of the Bank of Tennessee. The annual interest upon this fund was distributed yearly among the counties, according to population. The only officers to administer the fund were District Commissioners, chosen by the people of the districts. The amounts received in distribution were not sufficient for much good, if well-applied; yet, in

the absence of anything like organization, public instruction was but little better than a farce, the schools being almost invariably in charge of incompetent teachers, and the school moneys being regarded only as so much charity doled out to the indigent. In consequence of the war, however, this school fund was lost, or directed to other uses. In 1867, the Legislature undertook to establish a State system of public schools, with State and County Superintendents, County Boards, Commissioners, etc., and to support the same by levying a direct school tax throughout the State. Owing to the abnormal state of society and government then prevailing, this system became only partially operative, and was practically a failure.

There was a general outcry against it. Writing two years later, October 7th, 1869, John Eaton, Jr., the then State Superintendent, said: "Seeking of leading men prominent in State affairs in the past, I failed to find any one who could tell me in detail exactly how the former system operated in its various provisions, from District Commissioners to State Treasurer. The new school law was hardly less a dead letter for the first seven months after its passage. The Comptroller assured me he could not see how the money for school purposes could be spared; others thought the schools should be delayed in their organization until the State had reduced its debt; besides, it was said the people were poor. From other quarters there was expressed a bitter, determined opposition to the organization of schools provided for the equal instruction of colored children."

Accordingly, the Legislature of 1869-70 repealed the Act of 1867, thereby abolishing the State system, and enacted in lieu what was known as the "County system," leaving it discretionary with the several counties to establish county schools, but making no action whatever obligatory. Under this act, twenty-nine out of ninety-three counties made attempts to keep up their schools, but, there being no general head, the system lacked coherence and vitality—and therefore practically failed.

PRESENT SCHOOL SYSTEM.

In March, 1873, the present law, providing for a general State system, was enacted. This law restored the lost school fund, together with the suspended interest thereon, making now a Permanent Fund of \$2,512,500, bearing six per cent. interest,

distributable semi-annually among the counties of the State, according to scholastic population. It also levied a poll-tax of \$1, and a tax of one mill on the dollar upon all the taxable property of the State. It is also further provided that, "When the money derived from the school fund and the taxes imposed by the State shall not be sufficient to keep up a public school for five months in the year in the districts of the county," the County Court "shall levy an additional tax for the purpose, or submit the proposition to a vote of the people."

The State Superintendent is appointed for two years, receives an annual salary of \$3,000, and performs the duties which generally devolve upon that officer.

County Superintendents are elected biennially by the County Courts, which also fix their salaries. They are required to visit the schools from time to time, keep records of the scholastic population and number of school districts, and to observe and enforce such rules and regulations as the State Superintendent may, from time to time, prescribe.

District Directors employ and dismiss teachers, suspend or dismiss pupils, enforce the school laws and regulations, and expend the school fund apportioned to their districts. There are three Directors for each district, elected for a term of three years each. They are not permitted to be teachers in the public schools.

The Public Schools are declared free to all between the ages of six and eighteen years, provided that white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency.

The total amount annually accruing from the Permanent Fund and State taxation, is \$600,000. The amount of additional taxation by counties, the first year, amounted to \$300,000, making a total of school revenue, the first year (exclusive of city school taxation), of \$900,000.

So far the new school system has worked satisfactorily. In a circular address the Superintendent says: "It embodies the essential elements of an efficient general system of elementary schools. It aims to establish nothing higher—it will be satisfied with nothing less."

T E X A S .

HON. ORLANDO N. HOLLINGSWORTH, Superintendent of Public Instruction, was born in Calhoun County, Alabama, April 5th, 1836, and early removed with his father to Rusk County, Texas. He received a good education in the schools of that county, and completed his course of study at the University of Virginia, in 1859 and 1860. He entered the Confederate army as a private, became adjutant of his regiment, and was severely wounded at Corinth, where he distinguished himself for his bravery. At the close of the war, which found him teaching and studying law, he proceeded to San Antonio, Texas, where he taught for some time. He subsequently founded and successfully conducted the Coronel Institute, at San Marcos; afterward he practiced law there, and was sent to the Legislature, as a Democratic candidate, in 1872. In 1873, he was elected State Superintendent of Public Instruction. His term of office expires in 1877.

EDUCATION IN THE PAST.

TEXAS was admitted into the Union in 1845. Her Constitution created a school fund out of all funds, lands, and other property, before set apart for the support of schools, and enjoined the Legislature to make suitable provision for the support and maintenance of public schools, and to establish—as soon as might be—a system of free schools throughout the State. It also empowered the Legislature to levy a tax for educational purposes, and stipulated that all taxes collected from “Africans or persons of African descent,” should be set aside for the exclusive maintenance of a system of public schools for the children of such Africans. In February, 1858, an act was passed, adding to the principal of the school fund the proceeds of all sales of public lands. Other general legislation followed, but prior to the war, no efficient school law was passed in Texas. After the war had commenced, the Act of 1858 was repealed, to enable the State to apply the moneys from the sales of public lands to military purposes. About \$1,300,000 of available money were from time to time, during the war, withdrawn from the school fund and expended for military purposes. Following the war, the Convention of 1866 provided for a Board of Education, consisting of the Governor, the Comptroller, and the Superintendent of Public Instruction, and having the general management and control of the school fund and common schools, subject to regulation by the Legislature. The new Constitution of the State (1869) provided for a State Superin-

tendent of Public Instruction, and made it the duty of the Legislature to provide for the support and maintenance of public schools throughout the State, free to all between the ages of six and sixteen years. The act admitting Texas to representation in the Congress of the United States, approved March 30th, 1870, contained this stipulation: "The Constitution of Texas shall never be so amended or changed as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the Constitution of said State." In August, 1870, the State Legislature of Texas passed a general school law, organizing each county into a school district, and giving each County Court, composed of the five justices of the peace, full jurisdiction in school matters. The indisposition of a great majority of the County Courts to take any action under this law, led to the passage of a new school law, in April, 1871. Under this last act a Board of Education was established, to whom was confided the appointment of thirty-five Supervisors of Education for the State. To each of these supervisors the management of a school district was intrusted, together with the appointment of a Board of School Directors for each county in lieu of the County Courts. In the following November, a supplemental act was passed, which, among other things, authorized the State Superintendent to make, with the approval of the Governor, requisitions from time to time upon the treasury, for the necessary funds to pay teachers and employees of the Bureau of Education.

PRESENT SCHOOL SYSTEM.

In May, 1873, the Legislature abolished the school law which had been in operation since April, 1871. In 1874, this new law was amended in several important particulars. The following are its leading features:

The State Superintendent of Instruction is elected for four years, receives an annual salary of \$3,000, and is allowed \$1,800 for a clerk. The Superintendent may be impeached and removed from office for sufficient cause, and may also be removed by the Governor, at the request of two-thirds of the members of the Legislature. His duties are to counsel and advise with teachers as to the best manner of conducting public free schools, to have the supervision of all the public free schools in the State,

and be the general adviser and assistant of County Superintendents, to make an annual report to the Governor of the condition of the schools, and to require of school officers and teachers a rendering of the necessary schedules and reports. He also apportions the public school fund among the several counties on the 1st day of August, of each year, or as soon thereafter as possible. He is likewise empowered by the Amendments of 1874, to issue instructions and regulations, binding for observance on all officers and teachers, in all cases where the provisions of the school law may require interpretation in order to carry out the designs expressed therein.

County Boards of School Directors consist of five persons (for each board), elected for four years. They define the course of study in the public schools, select text-books and apparatus, prescribe the duties of trustees and teachers, appoint teachers where vacancies exist, and lay off school districts, and are allowed \$4 each per day for every whole day employed, provided the number does not annually, after the first year, exceed ten days. They elect from their number a President.

County Superintendents are the respective Presidents of the School Boards. They examine teachers, issue certificates to them, and report to the State Superintendent. They are allowed \$4 per day for every whole day actually employed as County Superintendents, other than examining teachers, provided that they do not receive such pay for over thirty days in any one year. They are permitted to charge applicants for teachers' certificates \$3 each for examination.

Three Trustees are annually elected on the first Tuesday of September. They take the census of the scholastic population, making separate lists of white and colored children, and provide schools and school-houses for "separating the children, and so arranging the schools and school-houses that good order, peace, and harmony may be maintained in the schools." They employ teachers, and see that the schools are taught and properly conducted for at least four months in the year. The trustees, in taking the scholastic census, are entitled to five cents for the name of each child reported.

All the children of school age in the State are required to attend school, unless prevented by certain specified causes, as sickness, danger from Indians, or great distance from school,

except such as may be shown to have received regular instruction for four months in every year from any private teacher having a proper certificate.

If the public school fund apportioned to any particular district should not be sufficient for the support of the schools during four months in each year, an *ad-valorem* tax upon all the taxable property of the district must be levied by the County Board of Directors.

Whenever there may be, in any school district, a high school, college, or university, the principal of such high school, or the president of such high school or university, shall have the privilege, with the consent of a majority of the trustees of the public free schools, of incorporating the public free school as a preparatory department into such high school, college, or university, provided said preparatory department shall be conducted under the control and supervision of the County Board of Directors.

The legal school age is from six to eighteen years.

There are no Normal Schools in the State.

The Permanent School Fund comprises the revenue from all funds, lands, and other property set apart, appropriated, or donated for the maintenance of public free schools, and all sums of money that may come to the State from fines and forfeitures. In 1874 it was as follows: specie, \$21,515.45; currency, \$1,600.65; sundries, \$2,541,702.95. This fund is constantly increasing as the proceeds from the sale of all public lands are added to it year by year.

The Available School Fund comprises all interests which have accrued, or may accrue to the State, from railroads or otherwise, since March 30th, 1870; one-fourth of all the *ad-valorem* and occupation taxes assessed since that date, and such other taxes as have been or may be provided by law for the support of public free schools. The available fund for 1874 was \$650,000. The Legislature of 1873 appropriated \$500,000 out of the available school fund for the payment of teachers' salaries for the year ending August 31st, 1874.

LEGISLATION DURING 1874.

In May, 1874, the Legislature passed an act amending Sections nine, ten, eleven, fifteen, seventeen, twenty, twenty-two,

and thirty-eight of the school law. The amendments of importance we have incorporated above.

Superintendent Hollingsworth writes us that notwithstanding the present school law has proved cumbrous and expensive, and the Legislature failed to carry out certain reformatory suggestions made by him, the returns from the counties indicate that confidence in the public free school system is almost restored, and they present a more flourishing condition of affairs than during any previous year.

EDUCATIONAL STATISTICS.

The educational statistics of Texas are far from complete. The following figures indicate the progress made since 1871, when the first public school system went into operation. The returns in the second column are the maximum figures.

	1871-72	1873-74
School (judicial) districts in the State.....	....	136
Number of schools organized.....	1,324	1,874
Total scholastic population.....	191,009	300,000
Number enrolled in public schools.....	....	129,542
Number of pupils in public schools.....	63,504	....
Number of pupils in daily attendance.....	....	83,082
Number of teachers.....	1,578	2,236
Average appropriation per child.....	\$1 75	....
Cost of each pupil in daily attendance.....	....	\$1 49 ₁₀
Average monthly wages male teachers.....	....	\$80 00
Average monthly wages female teachers.....	....	\$50 00
Legal school age.....	....	6 to 18

A COLORED girl at Brucetown, Ky., aged nine, has displayed an extraordinarily retentive memory. A man reading in her presence for some length of time was astonished to hear her repeat, word for word, what he had said twenty-four hours previously. She has been proved capable of repeating fifty lines from a book after hearing them once read.

VERMONT.

MON. JOHN HOMER FRENCH, LL.D., Secretary of the State Board of Education, was born in Genesee County, New York, in 1824. With the exception of five months at an academy, he had no other educational advantages than were afforded by the common or district schools. He was first elected Secretary of the Vermont Board of Education—to fill a vacancy, the Secretary having resigned—in May, 1870. His first term of office expired in November. He has since been elected annually, in November, by the State Board of Education. He was Engineer-in-Chief of the New York Topographical Survey made in 1855-'59; is the author of French's New York State Map and Gazetteer, published in 1860; and discovered the mathematical process known as French's Binomial Theorem. He is an advocate of compulsory education, and of authoritative courses of study for all public schools.

EDUCATION IN THE PAST.

VERMONT was settled about 1724 by emigrants from Connecticut and Massachusetts. It was claimed by both New Hampshire and New York, and was for a time under the government of the latter. In a convention, however, held in Westminster, January 16, 1777, Vermont was declared a free and independent State. During this period, neighborhood schools were maintained in various parts of the State. In 1782 a law was passed for the division of towns into school districts, and the appointment of trustees for the general superintendence of the schools. They were empowered to raise one-half of the money required to build school-houses and support the schools by a tax on the grand list, and the other half either on the list or the pupils of the schools, as the districts might order. In 1791 Vermont was admitted into the Union. Her original Constitution provided that "a competent number of schools should be maintained, in each town, for the instruction of youths, and that one or more grammar schools should be incorporated and supported in each county in this State." In 1825, and again in 1837, provision was made for a school fund. Other legislation took place until 1845, when a State Superintendent was provided for. During the following year, 1846, the first Teachers' Institute was held. In 1856 an act was passed establishing a Board of Education, with a Secretary as the executive officer. In 1866 the General Assembly passed an act, making it the duty of the Board of Education to

secure uniformity in text-books. In 1867 laws were passed authorizing towns to establish central schools, appropriating \$500 to each of the three State Normal Schools, appropriating \$1,500 to aid indigent young men and women at the Normal Schools, and providing compensation for the members of the Board of Education. During the same year a compulsory school law was enacted. In 1868 laws were passed to encourage the formation of union or graded school districts, definitely fixing the pay of members of the Board of Education, and defining the qualifications of voters. In 1869 laws were passed regulating the attendance of teachers upon Teachers' Institutes, and authorizing school districts to send scholars to academies in certain cases.

The statute calling into existence the Board of Education specified that the members should, from time to time, recommend to the Legislature such alterations, revisions, or amendments to existing school laws as in their judgment were demanded.

RADICAL CHANGES MADE.

Accordingly, in 1869, the Board and the Secretary made an urgent appeal to the Legislature for "the entire abolition of school districts and the vesting of all authority in the towns." The then Secretary, Hon. A. E. Rankin, argued that the district system brought constant change of supervision, poorly qualified teachers, constant change of teachers, lack of interest in schools, employment of relatives and favorites without regard to qualifications, and a long train of other evils. The Board of Education declared: "The spirit of progress in matters of education, which has been at work during the past twelve years, has found one of its most formidable obstacles in the old district system. Here are over two thousand little educational republics practically independent of each other and of all the world, a large number of them remote from intellectual centers, and wedded to practices which were necessitated by sparseness and poverty in early times." In response to these appeals, the General Assembly, in 1870, passed a bill authorizing towns to abolish the school district system by a majority of the voters present at any annual (March) meeting, and elect school directors in their place. During the same year another compulsory

school law was passed, the appropriation to each of the Normal Schools was increased to \$1,000, and several minor school measures were passed. In 1872, an act was passed increasing the salary of the Secretary of the Board of Education, and requiring him to take general charge in person of all the Teachers' Institutes in the State. The bill, owing to some unaccountable and mysterious delay, did not, however, reach the Governor until eight days after the final adjournment of the General Assembly, too late to receive his signature. During the same year, 1872, measures were passed defining the power of school districts, changing the pay of Town Superintendents, and defining their powers, concerning the division of the property of school districts, and relating to the town and district systems of schools. Since 1872 there has been no school legislation of importance. The State school laws of Vermont have never been codified or published in a volume separate from the session laws and school reports, and the running history we have given of educational legislation in the State has been derived from a variety of sources. The different acts and amendments to which we have alluded comprise the

PRESENT SCHOOL SYSTEM.

The following are its main features:

The State Board of Education consists of six persons, biennially nominated by the Governor, by and with the advice of the Senate. Two of the six must be residents of each Congressional district, and three of them must be practical educators. They receive \$4 pay for every day's service, and their traveling expenses going to and from the place of meeting are paid by the State. The board is required, among other duties, to select once in five years a list of text-books for use in the schools of the State, and publish the same in all the newspapers. The last selection was made for five years from November 1, 1873. The Governor is *ex officio* a member of the board.

The Secretary of the Board of Education is annually elected by the members. He receives \$1,200 per year, and his actual traveling expenses while in the performance of his duties. He is also allowed his expenses in holding Teachers' Institutes, not to exceed, however, \$30 for each county.

Town Superintendents receive \$2 a day pay, and by the act

of 1870 are required to meet the Secretary of the Board of Education at such a place and time in March or April each year as he may designate, to agree on a uniform standard of examination for applications for teachers' certificates, to make preliminary arrangements for holding the Teachers' Institutes, and to confer with the Secretary and with each other upon their duties and the interests of education.

The officers of each school district are a Moderator, to preside in the meetings, a Clerk, a Collector of Taxes, a Treasurer, one or three Auditors, and a Prudential Committee, consisting of one or three legal voters in a district, all of which officers are elected annually on the last Tuesday of March.

Towns are authorized, as before said, by the act of 1870, to abolish the district system and place all the public schools under the management of *six Directors*, one-third elected each year for a term of three years. These Directors, who receive no pay, have a general charge of instruction in their respective towns.

There is no *School Fund* now in Vermont, the schools being supported by direct taxation. In 1825 the General Assembly laid the foundation of a school fund by granting to the several towns in the State, for the benefit of Common Schools, the amount of the avails accruing to the State from the Vermont State Bank; also the amount of State funds accruing from the six per cent. on the net profits of the banks, and the amount received from peddlers' licenses.

In 1845, the aggregate of these sums was \$235,000. The State was in debt to the School Fund to nearly this amount. An easy way of canceling this debt was to appropriate the fund to its payment, which was accordingly done. In 1837 the share of the United States surplus revenue deposited with Vermont was distributed among the several towns, the annual interest (\$40,000) to be divided in the same manner as a three per cent. assessment on the grand list for the support of schools.

The Compulsory Education Law requires parents and guardians to give their children and wards between the ages of eight and fourteen years, three months' schooling annually at the public schools, or an equivalent, and prohibits manufacturing companies from employing those who have not enjoyed such schooling. The statute fixes a penalty of from \$10 to \$20 for

the violation of this law, one-half to go to the complainant and the other half to the treasurer of the town in which such child resides.

TEN YEARS' PROGRESS.

The Secretary of the Board of Education makes only biennial reports. His next report will be published during the year 1875. He forwards us the following statistics in advance of his returns to the Legislature :

	1863-'64.	1873-'74.
Teachers' Institutes during year.....	.....
Number of Normal Schools in the State.	None....	3
School Districts in the State.....	2,682....	2,754
School-houses erected during the year..Not reported....	38	
Cost of the same.....	"	\$80,400 00
Estimated total value of school-houses..	"	\$1,334,364 00
Pupils enrolled in the schools.....	76,021....	78,139
Average daily attendance.....Not reported....	50,733	
Male teachers employed.....	738....	667
Average wages, per month.....	\$28 48....	\$45 62
Female teachers employed.....	3,603....	3,739
Average wages, per month.....	\$16 48....	\$25 65
Amount of State School Fund.....	None....	None
Legal school age.....	4 to 18 yrs....	5 to 20 yrs.
Average cost of schooling for each scholar.Not reported....	\$7 27	
Number of scholars in State.....	85,795....	89,541
Total receipts for school purposes.....Not reported....	\$409,421 45	
Total expenditures.....	\$327,249....	\$622,227 28

IN the new University of Modern Languages at Newburyport, Mass., all the foreign professors are to be natives of the countries to which their particular languages belong; and the students acquiring any special tongue are to be domiciled as boarders with a family speaking it as its native language.

THE Dunkards, at their late National Convention, denounced the use of "the ungodly piano."

VIRGINIA.

REV. WILLIAM HENRY RUFFNER, State Superintendent of Instruction in Virginia, was born in Lexington, Virginia, and graduated in Washington College in that place in 1842. He studied theology at both Union and Princeton Seminaries, preached in Philadelphia and elsewhere, and subsequently returned to Virginia in broken health. In 1870, he was elected first State Superintendent of Public Instruction in Virginia. Like his father Henry Ruffner, LL.D., he has written a good deal on social and political subjects, and published one book called "Charity and the Clergy." He is a man of great erudition.

EDUCATION IN THE PAST.

THE first Constitution of Virginia (1776) contained nothing regarding education. Two years later an unsuccessful effort was made to secure the adoption of a law to promote education, which was framed by Jefferson and Wythe. In 1796 the first general school law was passed, with a long preamble beginning in this wise: "Whereas, it appeareth that the great advantages which civilized and polished nations enjoy beyond the savage and barbarous nations of the world are principally derived from the invention and use of letters," etc. In 1810 the Literary Fund was instituted. Six years later the directors reported to the General Assembly a system of public education, to comprehend a university and such additional colleges, academies, and schools as might be required in the Commonwealth for diffusing the benefits of education. It was similar in many respects to the Jefferson-Wythe scheme, which had been defeated sixteen years before. In 1818 an act was passed appropriating \$45,000 of the revenue to the primary education of the poor, and \$15,000 a year to endow and support a university, to be known as the "University of Virginia."

In 1839, Governor Campbell, and in 1843, Governor McDowell called upon the Legislature to make further provision for the education of the people. Governor McDowell said in his message, "This plan of common education, viz., that based upon the Literary Fund, and the Act of 1818—which reaches only twenty-eight thousand out of the fifty-one thousand poor children, and gives them only sixty days' tuition—is a costly and delusive nullity, which ought to be abolished and another and better one established in its place." Little or no advance was, however, made, and illiteracy alarmingly increased.

A NEW ERA.

The new Constitution of the State (1867) together with a new school law, passed in 1870, inaugurated a new educational era, and the Old Dominion is now making more rapid progress than any other southern State. The bill of 1870 was matured after great deliberation by some of the leading educators, and then laid before a joint conference of the Senate and House Committees. Finally, after animated and protracted discussion, the act passed both bodies, was signed by the Governor, and became a law July 11, "a day which," says the present Superintendent of Education, "marks an epoch in the history of Virginia." "Popular education then took its proper place among the great public interests, and its machinery became nearly allied to that of the State. The administration centered at the capital, and was in the hands of special officers. Each county had its executive, and each district its Board of Control. The State is the administrative unit, counties its grand divisions, and districts its subdivisions."

The State Superintendent is appointed by the Legislature.

The State Board of Education consists of the Governor, Superintendent of Instruction, and the Attorney-General of the State.

The County Superintendents, to the number of ninety-three, and the District Trustees, are appointed by the Board of Education.

The three sources of revenue for the support of schools, are the annual proceeds of the Literary Fund, a capitation tax not exceeding \$1 on every adult male citizen, and an annual tax on property, of not less than one nor more than five mills on the dollar; besides the State taxation, counties and school districts are each allowed to levy a tax on property, and counties may levy a capitation tax of fifty cents for all purposes, which may be applied in whole or part, or not at all, to school purposes. The whole amount of State school funds available for the year 1872-1873 was \$464,740.91.

Teachers' Institutes were held in sixty-seven counties and cities during 1873. Eighty-eight counties and cities reported an improvement in the qualifications of teachers. Forty-eight counties and cities report that complete uniformity has been secured in text-books. Fifty-three others have nearly succeeded in securing uniformity. Eighty-one counties and cities report

an improvement in school-houses. The records of the district and county school boards were properly kept in sixty-six counties, and not properly kept in thirty-six counties.

The Superintendent of Instruction says the general financial condition is now more satisfactory than it has ever been. The State tax on property for school purposes is as large as it ought to be at any time.

The prosperity of our higher institutions during the past year has exceeded that of any previous year in the history of the State, and now we have the satisfaction of seeing Virginia leading not only her Southern sisters in the work of higher education, but leading the whole thirty-seven States of the Union.

EDUCATIONAL STATISTICS.

There are no school statistics of Virginia for 1864 to contrast with the latest returns, thus showing the relative progress made during ten years. The following figures, however, indicate the rapid educational progress of Virginia during the three years since the inauguration of her new school system:

	1871-72.	1873-74.
Whole number of public schools.....	3,047....	3,696
Whole number of pupils enrolled.....	131,088....	160,859
Number of pupils in average attendance.	75,722....	91,175
Percentage of school population enrolled.	31.8....	37.9
Percentage of school population in aver-		
age attendance.....	18.8....	21.5
Number of teachers in public schools...	3,084....	3,757
Estimated value of public school prop-		
erty.....	\$211,166 00....	\$524,638 00
Cost of tuition per month, per pupil en-		
rolled.....	\$ 74....	\$ 75
Average monthly salary of teachers.....	\$29 86....	\$32 00

Contrasted with the above, the following approximate statistics for 1860 are of interest:

Pupils in colleges, schools, and academies.....	67,024
Percentage of attendance on white population.....	9.69
Percentage of attendance on whole population.....	5.50
Whites over twenty unable to read and write.....	48,915
" over twenty unable to read and write.....	208,00
t. of whole population.....	21

WEST VIRGINIA.

HON. B. W. BYRNE, Superintendent of Free Schools, was born in Lewis County, Virginia, May 16, 1820. He received a limited education at Rector College, in Harrison County, Virginia. He is a lawyer by profession, served two sessions in the Virginia Legislature in 1848 and 1849, also two sessions in 1857 and 1858. He was a member of the Seceding Convention of Virginia, in 1861, also, of the Constitutional Convention of West Virginia, in 1871-2. He was elected State Superintendent of Free Schools in 1872, for four years from March 4, 1873.

EDUCATION IN THE PAST.

WEST VIRGINIA, after seceding from Virginia proper, was admitted into the Union as a State in December, 1862. The Constitution, as amended during the following year, created a school fund out of the State's proportion of the "Literary Fund" of Virginia, and from other sources, for the support of schools, and enjoined upon the Legislature to provide for a thorough system of free schools, for the election of a State Superintendent, for township taxation, for free schools, for the proper care of the blind, deaf mutes, and insane, and the organization of such institutions of learning as the best interests of the State demanded. In 1865 the free school system was established, embracing a State Superintendent, County Superintendents, Township Commissioners, and District Trustees. This system underwent some modifications at the hands of the Legislature until April, 1873, when it was materially changed and amended.

PRESENT SCHOOL SYSTEM.

The following are the main features of the new system. All the County Superintendents are under the control of State Superintendent. Each county is under the control of a County Superintendent, each district is under the control of a Board of Education, and each sub-district under the control of one Trustee.

The State Superintendent of education is elected for four years, receives an annual salary of \$1,500, and is charged with the supervision of all County Superintendents and free schools

of the State. He is allowed \$500 for incidental expenses, and is required to reside at the seat of government, and to report annually to the State Legislature.

County Superintendents, numbering fifty-four, are elected for two years, receive an annual compensation, not to exceed \$300, and give bonds in the sum of \$500 each. They perform the duties usually incumbent upon County Superintendents, and must at all times conform to the instructions of the State Superintendent.

District Boards of Education consist of a president and two commissioners—the three being elected by the people for two years. They determine the number of months school shall be held in the district, the number of teachers that may be employed in the several sub-districts, and fix the salaries that shall be paid to the teachers. They have general control and supervision of the schools and school interests of their district, and they must in every case require bonds of all contractors in double the amount of the contracts for building or repairing school-houses. No member of the board or trustee of any sub-district can have a personal interest in any control under a penalty of \$100.

Trustees, elected for two years, are under the supervision and control of the Board of Education. The Trustee of every sub-district appoints the teachers for the schools under his charge, and may dismiss them at any time for incompetency. He may expel or suspend any scholar found guilty of disorderly, refractory, indecent, or immoral conduct, but his action shall be subject to the revision of the Board of Education. He is required to make an annual report to the board of the condition of affairs in his district.

County Boards of Examiners for examining and certifying teachers, consist of the County Superintendent and two experienced teachers, to be appointed by the Presidents of the District Boards of Education. The Board of Examiners receive \$3 each for every day's work performed, which compensation is paid out of the fees received from the teachers examined.

White and colored persons are not to be taught in the same school; but, whenever the number of colored persons of school age in a district exceeds twenty-five, schools shall be established for them. When no school is established, the fund applicable

to the support of free schools in the district, whether from the State or local taxation, shall be divided in the proportion which the number of colored children bears to the white, and the share of the former set apart for their education and applied for that purpose in such way as the Board of Education of the district may deem best.

Provision is made for furnishing more correct and complete reports by County Superintendents and District Trustees than have been hitherto received.

High schools may be established in a district by agreement of three-fifths of the voters who voted on the question, and for their support a tax may be levied, not to exceed thirty cents on every \$100 of taxable property.

Graded schools may be established by the Board of Education as they shall deem necessary; but in every such case involving additional taxation, the matter shall be first submitted to a vote of the people, and no levy for a graded school shall exceed, in any one year, fifteen cents on every \$100 valuation.

No diploma or certificate shall be taken to supersede the necessity of examination by the Board of Examiners. No certificate issued by a County Board shall be of force except in the county in which it was issued, nor for a longer period than one year, and the examiners may, for just cause, revoke a certificate. Certificates of five grades are granted. A number-five certificate shall never be granted to a teacher more than once. If, upon a second examination, the applicant is not found entitled to a higher grade, no certificate shall be granted in any county of the State. A number-four certificate shall not be granted more than twice to the same applicant.

Institute-certificates may be granted by the professors who have conducted the institute, only to the pupils of the institute. They shall be valid for one, two, or three years, as may be designated, in any part of the senatorial district in which they are granted. Diplomas from the Normal Schools of the State shall be accepted as a certificate of qualification to teach throughout the State. These may, for suitable cause, be annulled by the State Superintendent.

Professional certificates, admitting the holder to the profession of teacher throughout the State during his life, may be granted by the State Board of Examiners; but the State Super-

intendent shall have power to revoke such certificate for causes specified and clearly proved.

1874

There was no school legislation during 1874.

EDUCATIONAL PROGRESS.

	1867-'68.	1873-'74.
Normal Schools in the State.....	....	5
Number of school districts.....	1,517....	2,411
Number of schools built during year...	363....	91
Total value of school-houses.....	\$396,107 09....	\$1,216,891 81
Whole number of schools.....	1,140....	2,857
Whole number of scholars in the State.	11,534....	171,793
Whole number attending school.....	35,304....	81,100
Average daily attendance.....	20,283....	61,244
Male teachers employed.....	....	2,443
Average monthly wages.....	....	\$34 00
Female teachers employed.....	....	639
Average monthly wages.....	....	\$28 89
Average monthly salary of teachers....	\$36 00....	
Highest salary for male teachers.....	\$103 33....	
Highest salary for female teachers.....	\$41 00....	
Amount of State school fund.....	\$172,023 15....	\$211,825 22
Total number of school officers.....	....	2,466
Total receipts for school purposes.....	\$200,093 99....	\$748,064 29
Total expenditures.....	\$167,130 17....	\$748,064 29

A FRENCH Count, who boasted of his perfection in the English language, wrote: "Be not surpriz'd i write so perfectly well in English, but since i am here i speak and hear speaking all the day English, and during the nights, if some rats or mouses trouble me, i tell them 'Go-lon,' and they obey, understanding perfectly my English. Believe the faithful friendship that i feel for you, since that you were so much high as my finger."

FIVE colored men have been graduated from the different schools of Yale. The first was Richard Henry Green of the class of 1857, who became a physician, graduating in the Medical School at Dartmouth.

WISCONSIN.

HON. EDWARD SEARING, State Superintendent of Wisconsin, was born in Aurora, Cayuga County, New York, July 14, 1835. His boyhood was passed on a farm, and the rudiments of his education received in the district school. In his sixteenth year he taught a four months' winter term, was afterwards a clerk in a country store for two years, but, resolving to obtain a higher education, he spent several terms at Cortland Academy, Homer, New York, and three years at Cazenovia Seminary.

Removing to Wisconsin in 1857, he opened a private school, which was successfully continued for two or three years. Going to Detroit in the spring of 1860, he gave the summer to the study of French, and in the fall of that year entered the classical division of the senior class of the University of Michigan, and graduated the following summer. He then returned to Wisconsin, reopened his former private school, but was soon offered a position in Milton College (then Academy), where he remained until elected, in the fall of 1873, to his present position, on the reform ticket, by a large majority. He has made his mark as a public lecturer, and he is the author of a school edition of Virgil's *Aeneid*. He is also now at work on an edition of Homer's *Iliad*.

EDUCATION IN THE PAST.

THE Constitution of Wisconsin, under which she came into the Union (1848), provided that a State Superintendent of Public Instruction, having an annual salary of \$1,200, should be elected by the people; that the proceeds of all lands donated to the State for educational purposes, should be sacredly devoted to those purposes, and that the towns and cities should annually raise, by a tax for the support of free common schools, a sum not less than one-half the amount received by them from the income of the school fund. In 1849 the first school law was enacted. It divided all the territory in the organized towns into school districts, the affairs of which were to be managed by three district officers, subject to the general supervision of the town School Superintendent. From that time until the present there has been more or less legislation bearing upon education at every session of the Legislature.

PRESENT SCHOOL SYSTEM.

The State Superintendent is now elected for two years, and receives an annual salary of \$1,200. He exercises a general supervision over the common schools of the State, recommends text-books, prescribes rules and regulations for the management of libraries, approves of school apparatus, appoints County Su-

perintendents in certain cases, hears and decides appeals from teachers, and issues State teachers' certificates.

The school laws in counties and cities are administered by County and City Superintendents. The former, to the number of sixty-three, are elected by the people for two years, and the latter, to the number of twenty, are appointed by Councils. Twenty-three of the present County Superintendents were incumbents of the previous term. Their salaries are fixed by the County Board of Supervisors, who, there being no County Boards of Education, discharge other duties usually performed by those bodies. The County Superintendents are empowered and enjoined to examine and license teachers, to visit and examine all the schools within their jurisdiction, to organize and conduct at least one institute for the instruction of teachers in each year, and to report annually to the Board of Supervisors of their counties, the condition and prospects of the schools under their supervision. There is a law permitting towns, if they desire to do so, to place all the schools in the towns under one Board, which Board appoints a Secretary, who is, *ex officio*, Town Inspector and Superintendent. This law has, however, been acted upon only in a few cases.

County Boards of Supervisors may authorize a special school-tax; may authorize renewal of warrants for collection of taxes, and may divide a county containing over fifteen thousand inhabitants, and provide for two superintendents.

Teachers are examined by the County and City Superintendents, who give certificates, valid within their jurisdictions.

There are three grades of teachers' certificates; first, second, and third. The first entitles the holder to teach for two years; the second for one year, and the third for one year or less. Teachers are employed by the School Boards. State certificates given by the State Superintendent and Board of Examiners are of two grades—the first, good for life; the second, for five years. No person can receive a certificate of any grade who does not write and speak the English language with facility and correctness.

The School Fund comprises the proceeds of all lands granted to the State by the United States for educational purposes, and half of the proceeds of the swamp lands—given to the State by the General Government as a Drainage Fund. The latter is now

made a Normal School Fund, amounts to \$1,000,000, and maintains three different Normal Schools through the State. Each county is required to raise one-half as much money for school purposes as it receives from the School Fund, which is distributed in each town and city in proportion to the number of children.

County Superintendents are required to organize and conduct at least one institute for the instruction of teachers each year. During last year thirty-five short term institutes of one week's duration were held, and twenty-one Normal institutes of from two to four weeks' duration.

Sectarian instruction is forbidden in the schools of the State.

There are four grades in public schools—primary, intermediate, grammar, and high. Seven-eighths of the schools are not graded at all, and many others are only partially graded. It is probable that a compulsory education law will be passed at the next session of the Legislature; the Superintendent of Public Instruction very warmly advocates it in his last report, asserting that it is not only perfectly legal but desirable to have an enactment requiring all the children in the State to be educated in the rudiments of knowledge.

LEGISLATION DURING 1874.

During the last session of the Legislature three bills were passed affecting the school laws of the State:

First. Supervisors are required to extinguish, *at once*, any school district which shall have neglected, for two or more successive years, to maintain a public school as required by law, and attach said district to such other adjoining district or districts in the town as they shall judge proper.

Second. Section 1 of the General Laws of 1872 is so changed that Dane, Dodge, Milwaukee, and several other counties, will hereafter elect but one County Superintendent, unless the County Supervisors previously divide the counties into two Superintendent Districts.

Third. Justices of the Peace and Police Justices are given concurrent jurisdiction with the Circuit Court in punishing persons who shall disturb public or private schools.

Acts were also passed requiring Town Treasurers to make annual statements of moneys paid to School District Treasur-

ers, and authorizing each School District Clerk to subscribe annually for an educational journal.

TEN YEARS' PROGRESS.

	1863-'64.	1873-'74.
School districts in the State, not including cities.....	3,898....	5,205
Children over four and under twenty years of age in the State.....	329,906....	436,001
Total number of different pupils who attended the public schools during the year.....	211,119....	283,477
Different persons employed as teach- ers during the year.....	7,585....	8,903
Average monthly wages of teachers...	\$31 89....	\$43 38
Average monthly wages of female teachers.....	\$19 43....	\$27 52
School-houses in the State.....	4,186....	4,957
Total valuation of school-houses.....	\$1,487,495 00....	\$3,995,422 00

A RECENT writer has been comparing the average salaries paid to teachers in various cities and States with those of the army, the post-office, and the Grangers' offices. He says:

In cities the highest average salaries paid were in New York, the average being \$1,084, and the lowest in Bangor, Me., \$355. The postmasters' salaries in nearly all the leading cities average over \$2,000 more than those paid to the Superintendents of Schools. The Secretary of the National Grange receives \$3,500 per annum; the Treasurer, \$1,000; the Lecturer, \$1,000. The lowest salary paid to male clerks in Government employ is \$1,200 per annum. Congressmen receive \$6,000 for about six months' work. The average teachers' salaries paid by States are very low, as shown by the following table compiled from official sources:

STATES.	Year.	Number of teachers.	Total amount of salary.	Teachers' aver- age per annum.
Indiana.....	1870	11,826	\$2,764,633	\$242
Iowa.....	1871	14,070	2,912,490	207
Maine.....	1870	2,079	253,638	112
New York.....	1870	28,217	6,496,692	231
Ohio.....	1870	21,838	7,000,000	320
Pennsylvania.....	1870	10,097	3,814,989	389
Illinois.....	1873	20,794	4,473,519	215
Wisconsin.....	1870	9,304	1,302,365	140

TERRITORIAL SCHOOL SYSTEMS.

A L A S K A .

THE Territory of Alaska, which the United States purchased from Russia in 1867, for \$7,200,000, embraces, including the islands, five hundred and eighty thousand one hundred and seven square miles of territory. In 1870, the population numbered twenty-nine thousand and ninety-seven, of whom twenty-six thousand eight hundred and forty-three were natives of the Territory, one thousand four hundred and twenty-one were half-breeds, four hundred and eighty-three were Russians, and three hundred and fifty were natives of the United States, and foreigners, not Russians. There are not more than thirteen hundred completely civilized inhabitants.

Russian traders many years ago maintained a school in Kodiak, to teach the natives the Russian tongue. A second, and then a third school was established at the same place. A naval officer had charge of the second school from 1820 to 1833. In 1839, a girls' school was established, to educate the children of the employés of the Russian Fur Company. In 1845, an ecclesiastical school was opened at Sitka, and in 1860, a colonial school was established, to educate persons for the company. Schools were likewise established under Russian auspices, at Nushergak, on the lower Yukon, and on Amelia Island. Captain Charles Bryant, agent of the United States Treasury Department, communicates the following information regarding civilization in Alaska in 1874:

The whole population of the Territory of Alaska is thirty thousand; seven thousand Aleutians on the islands, about ~~one~~ thousand Coloshes on the coast, and the remaining portioned over the Territory in wandering tribes. The live in villages of from a few families to five hundred and persons. For the last thirty years they have had

priests of the Greek Church, educated to some extent, to minister to their spiritual wants. These have so far taught the people that most of them understand the service in Russian, can manage their accounts, and transact business successfully. The Coloshes have a tribal organization and little or no education. The priests scattered through the different villages are all natives, under a Russian bishop, and were educated in a school established by the Russian government at Sitka. Since the country came into possession of the United States, that and all the schools under Russian control have ceased operations, and there is yet no law under which any community or group of families may organize themselves for the support of schools. At Sitka, however, the necessity for some civil organization has been so great that, even without a law to authorize it, the citizens have settled themselves into a voluntary community, elected certain officers, and established an English school.

The chief contact of the people of the Territory with civilization now is through the traders, who have posts established at different eligible points to the number of twenty or more. These are visited about once a year by vessels sent out for trading purposes. The effect of this trading on the population, of course, must depend largely on the character of the agents employed in it.

The islands of St. Paul and St. George represent an interest apart from other portions of the Territory, and have been made by resolution of Congress, a Government reservation. The contract made with the Alaska Seal Company requires them to keep up each year for eight months a school on each island. A school-house was fitted up and properly dedicated on St. George Island, and a school commenced October 2, 1873. It continued eight months, but on account of a prejudice among the people, who have a fear that in learning English their children will forget their Russian and weaken their attachment to their church, only seven attended regularly. Under the assiduous care of the teacher, these made very commendable progress. There were at the same time three classes taught by natives, two in Russian, one in Aleut. Seventeen scholars attended schools of all kinds. Assistant-Agent Samuel Falconer reports the same difficulties existing on the island of St. George in regard to securing attendance at school.

ARIZONA.

HON. A. P. R. SAFFORD was born in Hyde Park, Vermont, February 14, 1832, and early removed to Illinois with his parents. In 1850, he proceeded to California, engaging in mining, and devoting all his spare hours to reading and study. In 1856, he was elected to the California State Legislature, from Placer County, and re-elected in 1857. In 1862, he moved to Nevada, resuming mining operations, taking an active part for the Union cause during the war, and holding several positions of trust. In 1867, he was appointed United States Surveyor-General of Nevada, and held the position for two years. In 1869, he was appointed Governor of Arizona by President Grant, and reappointed in 1873. As Governor of the Territory, he is *ex officio* Superintendent of Public Instruction.

EDUCATION IN THE PAST.

THE Territory of Arizona was separated from that of New Mexico, and organized by Act of Congress, passed February 24, 1863. The government is administered by a Governor, Secretary, Treasurer, and Auditor, who are appointed by the President of the United States. The Legislature and a Delegate to Congress are elected by the people.

In 1867, this Legislature passed an act concerning common schools, which was approved October 5. No educational progress was, however, made under this law. Accordingly, during the following year, the Legislature passed another bill entitled an Act to establish public schools in the Territory of Arizona. But nothing of consequence was accomplished under this measure.

When Mr. Safford—appointed Governor in 1869—arrived in the Territory to assume the reins of authority, he found it overrun by hostile Apache Indians. The people were generally in a poverty-stricken condition; the children were mostly of Mexican parentage, speaking a foreign tongue. He immediately undertook the task of establishing a system of common schools through the Territory. He traveled from settlement to settlement, laboring with the people individually and collectively. As a result, the Legislature of 1870-1 passed a school law, approved February 18, 1871, levying a tax for school purposes of cents on each one hundred dollars of the taxable property territory, and giving authority to the several Boards of of the counties and the Boards of Trustees of the

school districts to levy additional taxes, sufficient to maintain a free school in each of the school districts. The Governor was made *ex officio* Superintendent of Public Instruction, and the Judges of Probate were made County Superintendents. The year 1871 was spent in collecting funds, and in preparations to open schools, but none were actually put in operation until 1872. The total receipts for school purposes for 1871 and 1872 were \$7,653.81. The total expenditures were \$5,165.46, leaving on hand at the beginning of the school year of 1873 an unexpended balance of \$2,488.35. In his annual message, January, 1873, Governor Safford said, "Free schools have been taught during the past year in every school district in the Territory for at least three months. The advancement made by the pupils has been extraordinary, and the sentiment of the people has become interested and cemented into a determination to make almost any sacrifice to educate the rising generation. No officer entrusted with putting the school law into operation has yet received any compensation for his services, so that every dollar raised for school purposes has been applied to furnishing school-rooms, the purchase of books, and payment of teachers."

PRESENT SCHOOL SYSTEM.

During the following February (1873), the Legislature materially amended the school law, and as amended the act is in force to-day. The following are its main features:

The Superintendent of Public Instruction, who is the Governor, apportions, under the supervision of the Territorial Board of Education, to the several counties their share of the school fund, on the basis of children between six and twenty-one years of age, and transmits to local officers such instructions as he may deem necessary and proper for the organization and government of schools. He is required to visit each county in the Territory once a year to inspect the schools, consult County Superintendents, and to address public assemblages on educational subjects. He receives no compensation for his services as Superintendent of Instruction.

County Superintendents have charge of the schools in their respective counties, prescribe and cause to be adopted a uniform series of text-books in the principal studies pursued in the public schools, and perform the duties generally devolving upon the

office. They are paid quarterly, out of the school fund of the respective counties, the sum of \$100 per annum. The Probate Judge of each county is made, *ex officio*, County Superintendent of Public Schools. The legal school age is from six to twenty-one years. The school year begins on the first day of September and ends on the last day of August. Five days constitute a legal school week, and twenty-eight days a legal school month.

Boards of Supervisors are required to annually levy a county school tax of twenty-five cents (it was ten in the old law) on every hundred dollars' valuation of taxable property. This is known as the Special Fund for school purposes. In addition to it, \$5,000 are annually appropriated from the funds of the territorial treasury for educational purposes, and divided among the counties. From these and other sources, it is believed that there will be a sufficient revenue in the future to maintain free schools in all the districts of the Territory at least six months in the year.

Under the new law, education has made gratifying progress. The Superintendent of Education wrote us (July, 1874): "We now have free schools in every district in the Territory, and although much opposition has been and is encountered by those who prefer the education of children under church rule, still the system of free schools is popular with the people, and I do not believe will ever be allowed to languish."

EDUCATIONAL STATISTICS.

1873-'74.

Value of school-houses and furniture.....	\$6,247 00
Number of children in Territory between six and twenty-one.	1,660
Number attending public schools.....	343
Average monthly salary of teachers, about.....	\$100 00
Total receipts from all sources.....	\$13,832 53
Total expenditures.....	\$11,060 12

COLORADO.

HORACE M. HALE, A. M., Superintendent of Public Instruction of Colorado, was born in Hollis, N. H., March 6, 1833. With his parents he removed to Rome, New York, in 1837, and in 1840, to Ontario county, New York. Here he resided until the death of his father, John Hale, in 1852. In the winter of 1852, at the age of nineteen, he commenced teaching in the district adjoining his own. With the net proceeds of his three months' work (\$42), he resolved upon a college course. He entered Genesee Wesleyan Seminary, at Lima, New York, in the spring of 1853, and graduated at Union College, New York, in 1856. After graduating, he went to Nashville, Tennessee, and was there engaged as Principal of the Howard Public School until July, 1861. He was married in 1859 to Miss Eliza Huntington. In 1861 he went to Detroit, Michigan, entered the law office of Hon. C. J. Walker as a student, teaching in an evening school and during three hours of each day in the German English School. He was admitted to the bar in 1863. Being afflicted with a severe bronchial affection which forbade his entering upon the practice of law, he emigrated to Colorado, crossing the plains with a horse and buggy. Finding his health greatly improved, he returned with a mule team and conveyed his family to his Rocky Mountain home in Central City. Here he was for five years Principal of the Central City public school, and for two years County Superintendent of Schools. In 1873, W. C. Lothrop, Esq., resigned his superintendency, and Mr. Hale was appointed by Governor Elbert to fill the vacancy, and reappointed for the full term (two years) in February, 1874. Mr. Hale advocates a liberal and free educational system, compulsory attendance at school, and, only as a last resort, corporal punishment.

EDUCATION IN THE PAST.

SUPERINTENDENT HALE sends us the following:

Fifteen years ago, Colorado, then known only as a constituent part of the "Great American Desert," was uninhabited, and supposed to be uninhabitable.

During the ten years succeeding 1859, her immigrants were transitory, or, if temporarily otherwise, they were always uncertain as to the length of time they would remain, this depending wholly upon their luck in the mines. Solitude for the future permanent well-being of the Territory, therefore, was seldom manifested. Public instruction received little or no attention. The immediate demand was met in some localities by a county or district tax, in others, by the establishment of private schools. In 1869 there was not a public school building in the territory, and the children of school age numbered less than three thousand.

In 1870, Peter Parley being no longer considered as reliable

authority on the *Great American Desert*, the school law was revised, the office of Superintendent of Public Instruction created, and Wilbur C. Lothrop appointed to fill the office. Migratory pilgrims became permanent settlers. Miners who had wrung fortunes from the mountains, and merchants, mechanics, and ranchmen who had been prospered, expended their gains in local improvements, both public and private.

Black Hawk and Central City, both mining towns, in the very heart of the Rocky Mountains, and within twelve miles of the summit of the snowy range, completed, in 1870, the former a \$15,000 and the latter a \$20,000 public school-house, the first in the territory. Denver, the capital, soon followed with an \$80,000 building, and then a second, and then a third, and now a fourth is in process of construction. The public schools of Denver are attended by over two thousand pupils, and employ twenty-eight teachers. Greeley, Golden City, Colorado Springs, Nevada, Georgetown, and many other districts have finished or are building school-houses after the best models.

To-day, Colorado has one hundred and thirty school-houses, valued at more than \$300,000, sixteen thousand school children, and two hundred and fifty-two teachers. Graded schools are established in the large districts, and High Schools in the cities. The scholarship of the pupils will compare favorably with that of pupils generally.

A college under the auspices of the Congregationalists, and an institution for deaf mutes have been established at Colorado Springs. The entire public school system is well established, and in a prosperous condition.

PRESENT SCHOOL SYSTEM.

The Common School Law, which went into effect February 8, 1872, and is still in force in the Territory, embraces the following main features.

The State Superintendent of Public Instruction is appointed by the Governor and confirmed by the Legislative Council. He holds office for two years, receives an annual salary of \$1,200, gives a bond of \$5,000 for the faithful performance of his duties,

and has the general supervision of all the County Superintendents, and of all the common and public schools of the territory.

County Superintendents, to the number of twenty-five, are elected for two years, give bonds to the amount fixed upon by the respective County Commissioners, and receive on an average \$300 per annum salary, or \$5 for every day's work performed. They hold examinations four times a year, issue teachers' certificates, valid for not longer than one year, apportion the school fund, and have the general superintendence of the schools of their respective counties.

District Boards of Directors consist of a President, Treasurer, and Secretary, elected for one year. They employ teachers, make all school contracts, purchases, payments, and sales, act as judges of all district elections, and perform such other duties as may be delegated to them by the district meetings. There is no Territorial tax, the schools being maintained by county and district taxation. The legal school age is from five to twenty-one years. Education is not compulsory. The Bible shall not be excluded from any public school in the Territory, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian.

Where there are twenty-five or more children of foreign descent, or speaking other than the English language, within any school district, the Board of Directors, with the approval of the County Superintendent of Schools, may establish a school wherein both the language so spoken and the English language shall be taught. Where there are twenty-five or more colored children in any school district, the Board of Directors thereof, with the approval of the County Superintendent of Schools, may provide a separate school for the instruction of such colored children.

Twenty-five County Institutes were held during 1873.

During 1874 there was no educational legislation of importance.

EDUCATIONAL PROGRESS.

There are no statistics for 1863 and 1864. The largest school in the Territory at that time did not exceed a

pupils. There were no school-houses and no well-established system of schools. Nearly all of the public school-houses have been built since 1869. Previous to that date \$1,000 would cover the value of all the public school-houses in the Territory.

The following figures show the progress made during the three years in which the present school system has been in operation:

	1870-'71.	1873-'74.
Number of school districts in the Territory..	160....	243
Number of schools established.....	120....	180
Number of persons of school age, five to twenty-one	7,742....	14,417
Number enrolled in the public schools.....	4,357....	7,456
Total number of school-houses.....	80....	125
Average cost of tuition per month for each pupil.....	\$3 66....	\$3 12
Highest salary paid male teachers per month	\$173 00....	\$250 00
Highest salary paid female teachers per month.....	\$100 00....	\$100 00
Average salary paid male teachers per month	\$69 00....	\$62 00
Average salary paid female teachers per month.....	\$54 00....	\$51 00
Aggregate amount paid teachers.....	\$44,148 96....	\$71,258 28
Value of school-houses.....	\$82,574 05....	\$260,183 46
Average rate of taxation for school pur- poses.....	1 $\frac{1}{10}$ mills....	3 $\frac{1}{4}$ mills
Amount of special tax collected in school districts.....	\$33,886 49....	\$55,923 90
Total School Fund, exclusive of proceeds of bonds issued for building purposes...\$81,274 02....		\$137,557 61

BLOOMINGTON, Ill., has a young society called the Woman's Educational Association of Illinois Wesleyan University. Its object is the endowment of a woman's professorship in the University, and the raising of a fund to assist young women who are striving to educate themselves, especially such as are intending to become missionaries. Over \$10,000 has been raised already. The total sum to be collected will be \$40,000.

D A K O T A.

HON. E. W. MILLER, Superintendent of Public Instruction, was born in Wayne County, Ohio, February 11th, 1834. From ten until seventeen years of age he attended the Apple Creek Academy. During 1853,⁴ he was a student at Old Jefferson College, Washington County, Pennsylvania. He read law during 1855,⁶ in Wooster, Ohio, and was admitted to the bar in 1857. He resided in Pennsylvania from 1860 until 1868, when he moved to Greensboro', Georgia. From that place he moved to Elk Point, Dakota Territory. In 1872 he was nominated and elected Superintendent of Public schools for Dakota. His term of two years expires January 1st, 1875.

EDUCATION IN THE PAST.

DAKOTA was organized as a Territory March 2d, 1861. In 1864 there were no public and but few private schools in the Territory. The country was so thinly settled that the organization of schools was attended with no little difficulty. The settlers, however, displayed unusual interest in educational matters, and the Territorial Assembly, infused with the intelligence and energy of the rapidly increasing population, passed a school law in 1867. It was approved January 3d, 1868, and provided for the appointment of a Territorial Superintendent of Public Instruction, County Superintendents, District Directors, and Boards of School Officers. There were at that time (1867) sixteen organized school districts in Union County, seven in Clay County, five in Yankton County, and one in Bon Homme County, but none reported in the other counties. The population of the Territory rapidly increased during the succeeding two years, and many new school districts were organized and new school-houses erected. The general government constructed a school building for the children of Ponca Indians in Pembina County, at a cost of \$17,500, and expended considerable sums of money in supporting schools among the Indians elsewhere in the Territory. In his report for 1870 the Territorial Superintendent of Public Instruction, Hon. Jas.

Foster, said : "There has been a rapid influx of immigration into the Territory during the year. More school districts have been organized, more comfortable school-houses erected, a better class of teachers employed, and the schools have been more generally patronized than during any previous year in the history of the Territory. Sectarianism and politics are alike ignored in the schools."

In his report, dated January, 1874, the present Superintendent said : "The progress of public education which previous reports have recorded has continued during the past year, and we have great reason to congratulate ourselves on the future outlook of the public school system in our Territory. Though there are many defects which demand a change, yet, under our present system, imperfect as it is, great good and wonderful results have been accomplished."

In January, 1871, the original school law of 1867-8, which had undergone some modifications at the hands of the Legislature, was repealed and a new law enacted. In January, 1873, this was amended in some particulars. As the Legislature meets only once in two years no changes have since been made.

PRESENT SCHOOL SYSTEM.

The following are the main features of the new law :

The Territorial Superintendent of Public Instruction is elected by the people for two years, receives an annual salary of \$600, and is allowed \$600 more for a deputy. He grants teachers' certificates good for the whole Territory, regulates the grade of county certificates, selects the text-books to be used in the public schools, determines all appeals made to him from the decisions of the County Superintendents, holds in connection with the County Superintendents an annual Teachers' Institute, whose sessions must continue not less than three nor more than four days, and performs the other duties incident to the position of General Superintendent.

County Superintendents are elected for two years by the people, give bonds to the amount of \$500, and receive \$3 compensation for every day employed. They have charge of the common school interests of their respective counties, hold examinations twice a year for teachers, granting teachers' certificates for not less than three months or more than one year, and make annual reports to the Territorial Superintendent.

District School Boards, consisting of a director, clerk, and treasurer, elected annually, employ teachers, make rules and regulations regarding libraries, and hire, build, or purchase school-houses, furniture, and apparatus, according as the voters may determine at the district meetings. District Meetings can vote a tax not exceeding one per cent. per annum on the taxable property of the district, for black-boards, maps, etc., and a further tax not exceeding \$25 in any one year, for a library. The qualified voters may determine at any annual or special meeting the length of time a school shall be taught during the ensuing year, whether it shall be taught by a male or female teacher, and whether the school money to which the district may be entitled shall be applied to the support of the summer or winter term of school, or a certain portion to each. No district is entitled to any school money which does not use the text-books designated by the Territorial Superintendent.

The district schools are free to all children residing in the district, between five and twenty-one years of age. The inhabitants of two or more school districts may unite for the purpose of establishing a graded school.

County or town assessors are required to levy a tax of \$1 on every voter in the county or town for the support of district schools, and a further tax of two mills on the dollar for the same purpose. The amounts thus raised are distributed to the several school districts in proportion to the number of children over five and under twenty-one years of age. The public schools of any city, town, or village which may be regulated by special law are entitled to receive their proportion of the public school fund.

SIX YEARS' PROGRESS.

The following statistics indicate the rapid educational progress made in Dakota since the first organization of schools.

	1867-68.	1873-74.
School Districts in the Territory.....	29....	200
Number of children between five and twenty-one years of age.....	1,550....	6,312
Number of children attending the pub- lic schools.....	421....	4,006
Number of children not attending the public schools.....	920....	2,306
Number of teachers, male and female, licensed.....	....	100
Amount of public money apportioned to the several districts.....	....	\$12,361 70
Value of school property (not including government).....	\$5,500 00....	\$16,000 00
Amount expended for teachers' wages..	\$2,388 00....	\$11,208 00
Average monthly wages.....	....	\$35 00
Legal school age.....	....	5 to 21
Total expenditures for school purposes.	\$2,612 00....	\$21,747 62

PRESIDENT SMITH has written to United States Senator Alcorn, who recently said that he wanted a Civil Rights Law passed so that a colored man could enter Dartmouth College as well as the school-house at the foot of the hill, pointing out to him several instances in which colored men have been members of the College.

IT is not rank, nor birth, nor state,
But the "get up and get,"
That makes men great.

A MEMBER of one of the public schools of Boston was asked the meaning of the inscription, "*Non Sibi sed Patriæ*," on a monument, and, after some vexation of spirit, he responded, "Not himself, but his father!"

DISTRICT OF COLUMBIA.

HON. J. ORMOND WILSON, Superintendent of the white schools of the District of Columbia, was born in Worcester County, Massachusetts. After graduating from Dartmouth College he taught school for several years in the New England States. Subsequently he proceeded to Washington and engaged in teaching. He was appointed Superintendent of Public Schools in June, 1870. Hon. George F. T. Cook is Superintendent of the colored schools.

EDUCATION IN THE PAST.

THE DISTRICT OF COLUMBIA originally embraced an area ten miles square, situated on both sides of the Potomac, about one hundred and sixty miles from its mouth, and at the head of tide-water. It was ceded to the General Government by the States of Maryland and Virginia in 1788-'89; was accepted in 1790, and has been used since 1800 as a seat of government for the United States. That portion of the District lying west of the Potomac was retroceded to Virginia by an Act of Congress approved July 9th, 1846. Since then the District has been limited to the county of Washington, east of the Potomac, within which are the cities of Washington and Georgetown. The District, as a whole, is subject to the exclusive legislation of Congress. The first act of the city of Washington, in regard to schools, was passed by the Third Council, on the 5th of December, 1804. In 1857 legislation began for the Boards and the schools in the District of Columbia, and has continued more or less ever since. No material change was made in the school system for three or four years up till the middle of August, 1874. The public schools were under the charge of four Boards of Trustees, each board being entirely independent of the others. One board had charge of the white schools of Washington, one of the white schools of Georgetown, and one of the white and colored schools of the county, the members of all three being appointed by the Governor. The fourth Board had charge of the colored schools of Washington and Georgetown, and the members were appointed by the Secretary of the Interior, under an Act of Congress, which required the two cities to pay over to this board an amount of the school funds proportionate to the number of colored children of school age.

There was nothing like the usual State or Territorial system in operation. There was no permanent school fund, but the schools were supported by direct taxation.

At its last session, 1874, Congress made an appropriation and *loaned* to the District Government about \$100,000 to pay the salaries of the public school teachers for the first six months of the school year, and near the close of the same session appropriated \$1,300,000 more (in the nature of a loan, for it is to be returned to the United States by the District) to pay the interest on the debt of the District, employed (in which teachers are included) to the end of the year, etc., etc. This is all that Congress did for the schools.

IMPORTANT CHANGES MADE, AUGUST, 1874.

The United States Commissioners now in charge of the District of Columbia issued an "order" in August, 1864, consolidating the four Boards of Trustees into one, and reducing the number of trustees from forty-nine to fifteen, who are to have charge of all the public schools in the District. They filled these places by the appointment of ten white and five colored members. The new board has done nothing as yet. We give but little space to its composition, or to the school system of the District, inasmuch as Congress is expected during 1875 to overhaul the whole system and make important and radical changes. Dorman B. Eaton, of New York, has been selected by the Joint Committee of the Senate and House for framing a system of government, including the school system, and preparing a series of laws for the District of Columbia.

Considerable feeling was excited in Washington by the consolidation of the white and colored School Boards, it being asserted to be a preliminary to making mixed schools. When, however, on August 14th, the new Board of School Trustees, white and colored, took the oath of office before the Commissioners for the District, Mr. Dennison said it was the single purpose of the Commissioners to lend their powers earnestly and vigorously to build up the school system of the District, and they should feel gratified if this should become the model one for the United States. In relation to the suggestions and comments of the press upon the subject of mixed schools, the Commissioners wished their position to be distinctly under-

stood. They had no purpose to encourage anything in the nature of mixed schools, and they discountenanced any proposition looking to this end. After a full and thorough understanding of the case they were unanimously opposed to such a change in the present system, and it would be very offensive to them should such a proposition be entertained, or in any way enter into the deliberations of the new Board of Trustees; and any suggestions of such a policy on the part of the Trustees would be not only a violation of the purpose of the Commissioners, but extremely offensive to them.

EDUCATIONAL PROGRESS.

	1871-'72	1873-'74
Pupils enrolled in public schools..	15,555....	16,770
Average number pupils in private schools.....	3,882....	6,759
Whole number of seats provided in public schools.....	14,063....	14,495
Whole number of teachers in public schools.....	263....	271
Valuation of taxable property.....	\$74,800,000 00....	\$87,800,000 00
Value of school property.....	\$870,000 00....	\$1,005,407 00
Total payments for school purposes.....	\$425,743 98....	\$298,281 42
Total receipts from school tax....	\$355,640 07....	\$220,514 15

IT is said that special committees of the Baltimore School Board will shortly report favorably upon proposals to introduce sewing in the public schools, and botany in the City College and Female High School of that city. Instruction in sewing, it is thought, will cause but little additional expense, as in the primary schools and in the lower classes of the grammar schools some of the regular teachers can give a few hours' instruction in sewing each week, while for the high schools and in the highest class of the grammar schools a few competent teachers can be secured at a small expense, who can give three or four hours' instruction to each class they visit. It is also suggested that the time formerly devoted to the study of the French language may be profitably given to the study of needlework. A petition is to be presented to the Board, asking that phonography be taught in the City College.

IDAH O.

HON. JOSEPH PERRAULT, Superintendent of Public Instruction, was born at Belleville, Upper Canada, in 1845, and educated at St. Mary's College, Montreal. He came to this country and was engaged in mercantile pursuits until appointed Comptroller of Idaho by the Governor. The Legislature subsequently added the duties of Superintendent of Education to those of the Comptroller, without, however, increasing the remuneration. Mr. Perrault's term expires January, 1875.

EDUCATION IN THE PAST.

IDAHO was incorporated as a territory by Congress, March 3, 1863. It was formed from portions of Nebraska, Oregon, Utah, and Washington Territories, but its boundaries were changed at the following session of Congress, and a portion of the original Territory was included in Montana. A public school system was organized in Idaho soon after its incorporation as a territory. The school law provided for a State Superintendent of Public Instruction, a County Superintendent for each county, and for Trustees of School Districts. The year after the enactment of the school law, the whole number of persons in the territory between four and twenty-one years of age reported was one thousand two hundred and thirty-nine. Returns, however, were not received from two counties. The Superintendent of Public Instruction estimated the whole number of children of school age at fifteen hundred. In 1866, eight counties reported in the aggregate fourteen schools, with seven hundred and ninety-two children between five and eighteen years of age, four hundred and thirty-six of whom were registered as attending school. The amount of money raised by these counties that year for the support of schools, was \$6,605.19. During the following year and a half, some advance was made in erecting and improving school-houses, and an interest in educational matters gradually developed. The funds available for school purposes were not sufficient, however, to carry on the work. There was not, for example, funds to defray the necessary expenses of furnishing blanks for the use of County Superintendents and teachers, so that the Superintendent of the Territory was powerless to perform duties imposed upon him by law, for want of money. The

Governor, in his message to the Territorial Legislature, which met December 5, 1870, said "The present school law is an outrage upon an enlightened people. In many of the counties and school districts, where school-houses are built, no school has been held during the present year: these structures stand empty, and in silent mockery, it might be said monuments of inadequate legislation." According to the census returns of that year (1870), there were four hundred and sixty-six persons attending school in the territory, of which fifty were foreign born. The white scholars numbered four hundred and fifty-eight, of whom two hundred and forty were males, and two hundred and eighteen females. The colored scholars numbered eight, four males and four females. Three thousand three hundred and eighty-eight persons in the territory, ten and over ten years of age, were unable to write, of whom three thousand two hundred and fifty were foreign born.

PRESENT SCHOOL SYSTEM.

Impelled by the demands for a better educational system, and influenced by the above language of the Governor's message, the Legislature of that year, 1870 and 1871 (the Legislature meets only biennially) passed an "Act to establish a common school system, and to provide for the maintenance and supervision of common schools." This bill did not meet the Governor's approval. It was, however, repassed, notwithstanding his objections, and became a law. Among other things it required County Superintendents to exercise a general supervision over the schools. This school law did not, however, work satisfactorily, and accordingly the Seventh Legislative Assembly, held during December and January, 1872 and 1873, remodeled the law, which, as changed, is now in force. The following are its main features:

The Superintendent of Public Instruction holds the position *ex officio* for two years, the amendments of 1872 and 1873 having made the Territorial Comptroller *ex officio* Superintendent. He prepares and publishes instructions and forms for school officers, apportions the school money, exercises a general supervision over the public schools, and is required to make a biennial report to the Legislature of their condition, prospects, etc. He

is paid as Comptroller, but receives no salary as Superintendent of Instruction.

County Superintendents, numbering nine, one for each county, are elected for two years, and receive an average annual salary of \$250. They examine teachers and apportion the school money in the county treasury, on the following basis: Two-thirds is distributed equally among the organized districts of the respective counties, regardless of the number of children. The remaining third is then distributed, *per capita*, among the several districts, in proportion to the number of children in each, as shown by the last school census. The State Superintendent says in a recent communication, "In several of the counties the office of County Superintendent is merely a name—a misnomer—as the Superintendents rarely or never visit the schools, and the office might as well be abolished. Altogether, as far as practical results are concerned, the success of the schools depends more on efficient county-superintendence, inspection, and management, than on any other one instrumentality."

Trustees, three for each school district, are elected annually. They employ teachers, fix their salaries, have charge of all school property, furnish all things necessary for the schools, and make a semi-annual report to the County Superintendent. No trustee shall be pecuniarily interested in any contract made by the Board of Trustees of which he is a member, and any contract made in violation of this restriction shall be null and void.

Teachers, before obtaining a certificate from the County Superintendent, must pass a satisfactory examination in reading, spelling, writing, arithmetic, geography, grammar, and history. No books, papers, tracts, or documents of a political, sectarian, or denominational character can be used or introduced in any school.

The legal school age is from five to twenty-one years. The school year commences on the 1st day of September, and closes on the 31st of August. There is no compulsory education. There are no Normal Schools in the territory. One Teachers' Institute was held during 1874.

At a meeting held at Boise City, in June, 1874, Governor Bennett presiding; the necessary steps were taken for the establishment of a University. There are now in Boise City three private schools, one under the direction of the Episcopal

Church, the other two are under the control of lady teachers. There is a fourth school under the direction of the Superintendent of Public Instruction, where French alone is taught.

The Public School Fund is derived from the sale of lands donated to the territory for school purposes, from escheats, legacies, one per cent. of the gross proceeds of all franchises, and from ten per cent. of the gross receipts of all moneys paid into the treasury for territorial purposes. The County Commissioners likewise levy an annual school-tax of not less than one mill nor more than five mills on all the taxable property in the various counties. All fines for violating any of the penal laws of the territory are also set apart for the support of common schools.

IMPENDING LEGISLATION.

State Superintendent Perrault wrote us, July 16, 1874: "The Legislature meets biennially, and will meet again next December. We expect the school law *will be entirely changed*, as the law is now very defective."

EDUCATIONAL PROGRESS.

The territorial school fund amounted, in 1871, to \$3,626.82, and in 1874 to \$3,855.03. The number of pupils enrolled in the schools was 1,596 in 1871, and 3,473 in 1874. The total receipts for school purposes for 1874, were \$3,855.03:

	1869.	1873-'74.
Number of children between the ages of five and twenty-five years—boys, 1,657; girls, 1,556.....	.....	3,233
Number of children enrolled in schools.....	724.....	2,196
Average attendance.....	.....	891
Number of school districts.....	.....	54
Number of school-houses.....	.....	41
Number of schools.....	14.....	51
Number of school-libraries.....	.....	3
Number of volumes in school-libraries.....	.....	198
Paid for teachers' salaries.....	\$7,331 10....	\$19,446 44
Total expenditures for school purposes.....	\$14,119 63....	\$27,181 60

INDIAN.

HON. S. S. STEPHENS, Cherokee Superintendent of Public Instruction, was born in the Cherokee Nation in 1837, his parents dying when he was very young. He is part Cherokee, and received whatever education he obtained among that people. He has taught school in the Nation for six years, and held the important position of Auditor of Accounts for a corresponding time. For three years also he has held an office under the Federal Government. He has been elected Superintendent of Instruction for four successive terms by the National Council of the Cherokees, and is deserving of no little credit for his efforts in behalf of education.

THE INDIAN TERRITORY lies west of the Mississippi River, west of the State of Arkansas, and north of Texas, and forms part of the Louisiana purchase of 1803. It embodies a tract of country set apart by the Government of the United States, as a permanent home for the aboriginal tribes removed thither from east of the Mississippi as well as those native to the Territory. They are allowed to live to a certain extent under their own laws, follow their own customs, and to indulge in their own modes of life. According to the latest statistics the Indian communities in the Territory number together sixty-eight thousand five hundred and five souls, having a reservation of forty-four million one hundred and fifty-four thousand two hundred and forty acres, of which two hundred and four thousand six hundred and seventy-four are improved. The following table shows the relative strength of what are regarded as the civilized tribes in the territory.

Cherokee	17,217.
Choctaws.....	16,000.
Creeks.....	13,000.
Chickasaws.....	6,000.
Seminole.....	2,438.
Miscellaneous.....	1,219.

The Cherokees, Choctaws, Creeks, Chickasaws, and Seminoles, each provide by law for the establishment of district schools, as well as others of a higher character. There is a Superintendent of Schools elected or appointed in each nation, which is divided into districts, having School Boards, etc.

THE CHEROKEES,

Under their present Constitution, are governed by a national Committee and Council, elected for two years by the eight dis-

tricts into which the territory is divided. The Executive is called the "Principal Chief of the Cherokee Nation," and is elected for four years.

Various school acts have been passed from time to time, until the last meeting of the Council, 1874, when a Board of Education was provided for. The following are the main features of the

PRESENT SCHOOL SYSTEM.

The Superintendent of Public Instruction is elected by the Council for two years, and receives an annual salary of \$700.

The Board of Education, of which the Superintendent of Instruction is *ex-officio* President, consists of three persons beside himself. They establish rules and regulations for the management of the schools and prescribe the text-books to be used.

The Public Schools of the Nation are divided into three grades, viz.: grammar, intermediate, and primary schools. There are three Directors for each school.

The school year consists of nine months and a half, commencing the first Monday in March, and is divided into two terms of twenty weeks each. The regular school day is six hours, for pupils under eight years old four hours. The scholastic age is from six to eighteen years.

No person can be employed as a teacher in the public schools without having passed a satisfactory examination, and received a certificate thereof from the "Board of Education."

The Nation is divided into three educational districts, with a *Commissioner* for each one. Any parent or guardian feeling aggrieved by the government of any teacher, may make application for redress to the School Commissioner of his district, or an appeal may be taken to the "Board of Education."

LEGISLATION DURING 1874.

Superintendent Stephens wrote us in July, 1874: "I succeeded last winter in getting the Council to pass or amend the school law so as to give the nation a 'Board of Education.' It is not just what I want, but is a step in the right direction. We have now sixty-eight public schools, taught principally by natives. The children speak their vernacular language, and I have introduced object-teaching among them, it being a good way to teach them English. The language is not akin to any known ~~e~~ on the globe.

"We have about one thousand seven hundred inhabitants, including those that have been adopted. I have not received the aggregate number of pupils attending school this term, but I judge the number will run as high as two thousand five hundred and average two thousand. The average cost of schooling for each pupil is \$2 per annum. The estimated value of the sixty-eight school-houses in the Nation is \$20,400.

"Three-fourths of the teachers are males, whose average monthly salary is \$40. The salaries of female teachers vary from \$30 to \$50 a month. We expend annually \$30,000 for school purposes, but intend to expend \$50,000 next year.

"The following is a tabular statement of our School Fund, including the Cherokee Orphan and Asylum Fund."

STOCKS AND MONEY CREDITS.

Cherokee National Fund.....	\$1,534,476 77
Cherokee School Fund.....	901,408 25
Cherokee Orphan Fund.....	405,553 60
Cherokee Asylum Fund.....	<u>67,675 27</u>
Total Stocks and Money	\$2,909,113 89

ANNUAL INTEREST.

Cherokee National Fund.....	\$85,530 73
Cherokee School Fund.....	49,877 04
Cherokee Orphan Fund.....	22,420 92
Cherokee Asylum Fund	<u>4,060 52</u>
Total Annual Interest.....	\$161,889 21

Of the Annual Interest, \$66,308.28 is payable in *coin*, and \$95,580.93 in currency.

The Choctaws and Chickasaws, numbering some twenty thousand souls in the Territory, have three missions, twenty-five hundred church members, two boarding-schools, and forty-eight neighborhood day schools. Thirty-six of these are sustained by the Choctaws at a cost of \$36,500, and fourteen by the Chickasaws, at a cost of between \$30,000 and \$40,000.

The Creeks have three missions, two thousand church members, one boarding-school, and thirty-one day schools. The latter were attended last year by eight hundred and sixty pupils, and cost \$14,258.

MONTANA.

HON. CORNELIUS HEDGES, Superintendent of Public Instruction in Montana, was born in Westfield, Mass., in 1831, and educated at Yale College. In January, 1872, he was appointed Superintendent of Instruction for the Territory of Montana for two years. In January, 1874, he was reappointed for a corresponding term.

EDUCATION IN THE PAST.

MONTANA was organized as a Territory in 1864. The Territorial Legislature, at its first session, 1864-'65, passed a school act, and provided for a Superintendent of Instruction. Little interest was displayed, however, in educational matters. Subsequently, a new school law, modeled after that of California, was enacted, and went into effect January 12, 1872. Writing twenty-two months after this, October 13, 1873, Superintendent Hedges said: "Notwithstanding the general depression in all branches of business, and a considerable decrease of population since the census report was taken, there has been a steady improvement in our schools. Our people are generally poor, and very scattered. Many of our school districts are of greater area than whole counties in the Eastern States. There are, as near as I can estimate at present, about eighty organized school districts in the eight organized counties in this territory. In some of the principal cities there is some attempt towards grading, but it is poorly done at best."

THE SCHOOL LAW OF 1874.

In response to the appeals of the Territorial Superintendent, and others interested in education, who saw the marked defects in the existing system, the Legislature in 1874 passed a new measure, to be known as "The Montana School Law." The following are its main features:

The Territorial Superintendent of Instruction is nominated by the Governor of the Territory, and confirmed by the Council. He serves for two years, receives \$1,200 annually and traveling expenses, and gives a bond for \$2,000. He adopts the course, and establishes the rules and regulations for all public

schools in the Territory. He is required to visit the schools at least for three months every year, "to keep his office at some place where there is a post-office," and to make a biennial report to the Governor.

County Superintendents, numbering eight, are elected for two years. Their pay, which is fixed by the County Commissioners, is small, not being allowed by law to exceed \$10 for each district in their county, and traveling expenses. They examine applicants for teachers' certificates, receiving \$2 from each applicant, visit each school in their county at least once a year, and perform the other duties generally devolving upon County Superintendents.

Boards of District Trustees, for each district, comprise three members elected for three years each. They employ and dismiss teachers, enforce the rules and regulations of the Territorial Superintendent of Instruction, have charge of the school-houses, furnish school-books, etc.

The Legal School Age is from five to twenty-one years.

Upon the written application of the parents or guardians of at least ten colored children to any Board of Trustees, a separate school shall be established for the education of such children, and the education of a less number may be provided for by the Trustees in separate schools in any other manner, and the same laws, rules, and regulations which apply to schools for white children, shall apply to schools for colored children.

All schools must be taught in the English language. The school day is six hours long.

Whenever the interests of the district require it, the Board of Trustees may establish a high school, employ a principal teacher and subordinate teachers, and grade the school into departments and classes.

The Board of Trustees of any district may, when in their judgment it is advisable, submit to the qualified electors of the district the question whether a tax shall be raised to furnish additional school facilities for said district.

Any parent, guardian, or other person who shall upbraid, insult, or abuse any teacher in the presence of the school, shall be deemed guilty of a misdemeanor, and liable to a fine of not less than \$10 nor more than \$100.

Any person who shall willfully disturb any public school, or

any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than \$10 nor more than \$100.

The School Fund is derived from the interest on all moneys accruing to the Territory from land grants, and it is distributed proportionately to the number of children between four and twenty-one years old. For maintaining common schools, County Commissioners are required to levy an annual tax of not less than three nor more than five mills on the dollar, on all taxable property.

EDUCATIONAL PROGRESS.

Inasmuch as educational returns of Montana are made only once in two years, we have no later statistics than those for 1873. These, contrasted with scattering returns of previous years, indicate what educational progress has been made.

	1867.	1870.	1873.
Organized school districts.....	13.....	....	91
Number of schools taught.....	45.....	90
Number of school age.....	1,920.....	....	3,517
Whole number attending schools.....	919.....	1,881
Number of male teachers.....	33.....	50
Number of female teachers.....	13.....	49
Average monthly compensation of teachers	\$68 41
Number of private schools.....	7.....	11
Number attending private schools.....	130.....	149
Value of school-houses.....	\$21,192 00
Total from all sources for educational purposes.....	\$33,161 50

The elementary English branches are the foundation of education. Unless you begin with these, all your flashy attainments—a little natural philosophy and a little moral philosophy, a little physiology and a little geology, and all the other *ologies* and *osophies*—are but ostentatious rubbish.—*Edward Everett.*

NEW MEXICO.

WILLIAM G. RITCH, Secretary of New Mexico, to whom the country is mainly indebted for what is known of education in that Territory, was born in Wawarsing, Ulster County, N. Y., May 4, 1830. He engaged in mercantile pursuits, and emigrated to Oshkosh, Wis., in 1857. He was there called to several positions of trust, and secured the location of a new Normal School in his district. He served as a Union soldier in the war, was a Grant Presidential Elector in 1868, and from 1868 to the latter part of 1871 edited the *Winnebago County Press*. In 1873 he was, without his own knowledge or request, appointed Secretary of New Mexico, which position he has continued to fill very acceptably to the present time, displaying decided energy and executive ability.

EDUCATION IN THE PAST.

IN 1855 the Territorial Legislature passed an act providing for the establishment of a system of public schools, to be maintained by a general tax. The measure encountered so much opposition, that it was repealed within a year's time. Several other school enactments encountered a similar fate. The people were seemingly not only not favorable, but decidedly hostile, to schools, and ignorance carried the day. In 1870 there were only forty-four public and private schools in the entire Territory, embracing seventy-two teachers, and one thousand seven hundred and ninety-eight pupils.

PRESENT SCHOOL SYSTEM.

The Legislative Assembly of 1871-'72, however, provided a new school system, which has since worked very satisfactorily. It created a Board of Supervisors and Directors of Public Schools for each county in the Territory, consisting of three persons, elected biennially, with the Probate Judge of the county as, *ex officio*, President of the Board. These Boards have the sole and entire management, supervision, and control of the public schools within their respective counties. They likewise have the entire and exclusive management and supervision of the school funds of their respective counties.

The School Fund, for which provision was made in 1871-'72, consists of twenty-five per cent. of the entire tax on property, a

poll tax of \$1 on every male citizen above the age of twenty-five years, and any "surplus of more than \$500 in the treasury of any county, after paying the current expenses of such county."

An Officer of the Territory sends us the following:

At the beginning of 1874 there were in the Territory one hundred and sixty-four schools, public, private, and Pueblo Indian, of which number one hundred and thirty-three were public, with an attendance, at all the schools, of seven thousand one hundred and two pupils, under one hundred and ninety-six teachers. The average number of months taught in each school was seven. The average wages of teachers per month was \$28.69. Seventeen of the schools were English, one hundred and eleven Spanish, and thirty-one English and Spanish. The public school fund was \$29,721.57; private school fund, \$27,100; Pueblo Indian fund, \$4.000. The latter fund was contributed jointly by the Presbyterian Board of Missions and the General Government. Among the private schools, eight were Catholic; five were convent schools under the "Sisters of Loretto," and three were under the "Christian Brothers," with an aggregate attendance of seven hundred and twenty-six pupils. There were also, several schools under the Jesuits. There were likewise three Protestant mission schools, one Methodist and two Presbyterian, with an aggregate attendance of one hundred and sixty pupils. Several of the private schools teach both the common and higher English and Spanish branches, and are of great value in educating teachers. The public schools, with few exceptions, are confined to the elementary branches; in Santa Fé, Mora, Albuquerque, and other places, the Catholic parochial and Jesuit schools share in the public school fund.

The condition of New Mexico, as one of the Territories of the United States, with her native element predominating in society, and the controlling power at the ballot-box, is to-day, as it ever has been, decidedly anomalous as compared with any other of the political divisions under the General Government. Notwithstanding all the disadvantages under which the Territory has labored, there has been an increase, as compared with 1870, of one hundred and twenty schools, five thousand three

hundred and four pupils in attendance, and one hundred and thirty-four teachers.

The number of public schools now in the Territory affords, at least, one to each election precinct, and has popularized the system to such an extent, that we may conclude the people will never more experiment in attempting to run schools without funds, and that prejudice has given way to better feeling, has yielded to the inexorable logic that taxes are essential to the support of free schools. The success has stimulated increased generosity at the hands of the people through the Legislature, who, at the last session, diminished the exemptions from taxation without reducing the percentage appropriated to schools, and made more stringent provisions for collecting the poll tax, a tax specially set apart to school purposes, thus materially increasing the school fund.

While the number of public schools has increased so remarkably, there is a need of organization, of an elevation and adaptation of the same to the prevailing ideas of education. This need is nowhere more apparent than in a disposition of a considerable number of the schools to cling to the Spanish, to the exclusion of the English language; to cling to ancient traditions and to ancient industrial and social customs, to the exclusion of progressive ideas.

The directors of a school district in Preble County, Ohio, recently discharged their teacher, in the midst of his term, for repeating to one of his pupils the following verse:

"Over the hills a great way off,
The woodchuck died with the whooping-cough;
The prettiest girl I ever saw
Was sucking cider through a straw."

THE *Toledo Blade* holds that public school records show that the West is more successful in maintaining discipline by moral suasion than the East, and brings up as proof the case of Chicago, which contains six schools in which no whipping or suspension occurred last year.

U T A H .

HON. R. S. CAMPBELL, Superintendent of Public Instruction at the time, wrote the last report of Common Schools for Utah Territory, viz: for the year 1872 and 3. In April, 1874, he was removed by death. Governor Woods appointed as his successor, Hon. O. H. Riggs. His appointment is for two years, and his Post Office address is Salt Lake City. July 20th, he wrote us that he had printed and circulated through the Territory the more important sections of the school law, and was endeavoring to awaken an interest in educational matters. He proposes to introduce several reforms during the coming year.

EDUCATION IN THE PAST.

UTAH was originally a part of Upper California. It was ceded to the United States by treaty with Mexico, in 1848, and erected into a Territory September 9, 1850. It was occupied mostly by wandering tribes until settled by the Mormons in 1847. After their expulsion from their settlement of Nauvoo in Illinois, they emigrated to this Territory, and having located on the borders of the Great Salt Lake, assumed a provisional form of government, and gave to their Territory the name of the State of Deseret. In 1850 this form of government was surrendered, and the name of the Territory changed to Utah. The Governor and Secretary are appointed by the President of the United States for a term of four years. The Legislative Assembly is composed of a Council and House of Representatives. In 1864 an act was passed authorizing the collection of certain moneys for the maintenance of common schools. In 1865, a bill was passed entitled "An act consolidating and amending the school laws." In January, 1866, both of these measures were repealed and a new school bill was passed, entitled an "Act providing for the establishment and support of common schools." In February, 1868, the Territorial Legislature passed a bill entitled "An act defining the meaning of the term common schools, and in relation to the further duties of County and Territorial Superintendents of common schools." February 20, 1870, an act "appropriating money for school purposes" was passed. These various enactments constitute the present school system of Utah Territory. The following are its main features:

The Territorial Superintendent of Common Schools is elected for two years, by the joint session of the Legislature. No salary is provided, an appropriation being made for him at each session. For the past two years, he has annually received \$600 and expenses. The amount will probably be increased in the future. He is required to give \$10,000 bonds, and among other duties to yearly make a *pro rata* dividend of the school money to the various school districts of the Territory, according to the number of all the children in the districts between the ages of four and sixteen years. He, and the County Superintendents together, decide upon the text-books to be used in the schools.

County Superintendents to the number of twenty are elected for two years by the people, and are required to give such bonds as the respective County Courts may determine. They have the general supervision of the schools, audit all school accounts, see that the School Trustees are diligent in the discharge of their duties, visit the schools at least once a year, and report yearly to the Territorial Superintendent of Schools the number of all children between four and sixteen years of age in each district of their counties. The present Territorial Superintendent writes us that he is unable to give the average pay of the County Superintendents. The Superintendent of Salt Lake County receives \$450 annually.

Trustees, three for each school district, are elected for two years. They provide and keep in repair school-houses, and for this purpose are empowered to assess and collect annually a tax on all taxable property within their districts, not exceeding one-fourth of one per cent. Two-thirds of the tax-payers may, if they see fit, increase the tax for school purposes in any school district to three per cent. By a similar vote a tax may be assessed and collected of any sum not exceeding one per cent, per annum, to pay teachers and furnish fuel, books, maps, and other suitable articles for school purposes. The trustees have power to remit taxes, to prescribe the manner in which schools shall be conducted, to establish out-houses, play-grounds, and other appurtenances.

County Board of Examination consist of three competent persons appointed by the County Courts. They judge of applicants for schools and grant certificates to competent persons of good moral character.

To County Courts is given the power to divide counties into school districts. The law implies that it is necessary for each teacher to hold a certificate, that the district in which he is employed may be entitled to its *pro rata* of public school moneys.

The law neither requires nor authorizes educators to inculcate religious tenets, but all teachers are advised to open their schools by prayer, and to inculcate the fear of God and morality, both by precept and example.

The first Teachers' Institute in the Territory was held in July, 1873. It continued a month, and over one hundred teachers participated.

The Territorial Superintendent of Schools says in his last report, "Utah has improvised and sustained the present school system without a dollar or an available acre of land from the general government.

"Little more is needed on our statutes other than that which is already enacted, until means become available, or until the school-lands and the munificent grants given by Congress to States may be accorded to Utah, when she shall be clothed with the robes of State sovereignty. Perhaps there are few States in the Union—the Superintendent does not know of any—where so high a percentage is collectable by statute, as there is in Utah Territory, for school-purposes."

LEGISLATION DURING 1874.

The school act approved February 20, 1874, contains the following additional provisions to those already incorporated in the features of the present school system.

For the next two years \$15,000 is yearly appropriated out of any moneys not otherwise appropriated for the use and benefit of common schools in the Territory. It is made the duty of the trustees of each school district in this Territory, to cause to be kept in their respective districts a good school at least three months in each year; a failure to do so shall disqualify them from drawing their share of the public moneys, and said moneys shall revert to other districts of the county.

EDUCATIONAL STATISTICS.

It would not appear from the tables below that much educational progress has been made in Utah since 1870, when the first

detailed school returns were published. This is explained, however, on the ground that the returns for 1870 are approximate and probably over-estimated, that the Deseret University, the St. Mark's School, the Rocky Mountain Conference Seminary, and the Morgan College have drawn numerous pupils (estimated as high as one thousand) away from the public schools, and that no returns were received for last year from Kane, Piute, and Sevier counties, owing to the presence of Indians.

	1870-'71	1873-'74.
Number of school districts.....	201....	202
Number of school districts reported.....	188....	163
Number of schools.....	277....	251
Number of male teachers.....	190....	177
Number of female teachers.....	185....	178
Number of boys between four and sixteen years old,.....	12,761....	13,867
Number of girls between four and sixteen years old,.....	12,572....	13,856
Number of males enrolled.....	7,951....	8,210
Number of females enrolled.....	7,973....	7,860
Average daily attendance.....	11,389....	11,842
Percentage of school population actually attending school.....	45....	427
Number of months schools have been taught dur- ing year.....	7....	6.7

THE late Dr. Wayland, President of Brown's University, was very fond of everything appertaining to the sea and ships. A student who flattered himself he knew much about naval science introduced the subject to the President, but he soon retired in confusion, as the doctor knew vastly more about it than he did, carrying away Collingwood's despatches, which he was advised to read thoroughly. A distinguished naval officer spent several hours with him, and remarked to a friend, "I called on the doctor, expecting to be greatly improved by an interview with a man of his reputed learning; but he made me do all the talking. He squeezed me as dry as a sponge."

WASHINGTON TERRITORY.

HON. JOHN P. JUDSON, Territorial Superintendent of Schools, was born in Prussia, in May, 1840. He migrated to the United States in 1846, and lived in Illinois, where he attended school. When fifteen years of age he proceeded to Washington Territory. After completing his studies he entered upon the profession of the law. November 27th, 1873, he was elected Superintendent of Schools for two years. Mr. Judson's immediate predecessor was Rev. Nelson Rounds, D.D., who died at his residence, near Vancouver, Clark County, January 2d, 1874.

EDUCATION IN THE PAST.

WASHINGTON TERRITORY was taken from the northern part of Oregon, settled by emigrants from the northern and western States, and organized in 1853. By the formation of Idaho Territory, ten years later, the Territory of Washington was cut down to less than half its original dimensions, and lost its most populous settlements in the mining regions. Notwithstanding this, the population, which numbered eleven thousand five hundred and ninety-four in 1860 for the whole of the original Territory, had increased to twelve thousand five hundred and nineteen for the remaining Territory in 1863. The Governor and Secretary are appointed by the President of the United States, and the Auditor and Treasurer are chosen under Territorial authority. The Legislative Assembly consists of the Council and House of Representatives, and convenes annually. In January, 1862, an act was passed incorporating the "University of the Territory of Washington." The term of office of the Regents was made three years, and it was stipulated that three should be elected by the Legislature every year. The general government donated to the Territory, for the endowment of the university, forty-six thousand and eighty acres of unoccupied land, and the buildings were located at Seattle, Kings County. In 1860, according to the United States census, there were in Washington forty-six public schools, with eight hundred and seventy-nine pupils, and \$16,176 income, of which amount \$5,957 was from taxation. There were also six academies, with

one hundred and fifty-nine pupils and \$7,800 income. The general government has sustained several schools among the Indians in the Territory. The population of Washington increased rapidly, and the settlers manifested an unusual interest in educational matters, which was shown by legislation from time to time aiming to develop and foster schools.

PRESENT SCHOOL SYSTEM.

No general school law, however, can be said to have been put in force until January, 1872, when a bill passed by the Territorial Legislature during the previous November went into operation, providing for a Territorial Superintendent of Common Schools, and repealing all previous legislation which conflicted with it. During the closing months of 1873, this system was somewhat modified, though no material changes were made. The following are its main features :

The Territorial Superintendent of Common Schools is elected for two years, by joint ballot of the Legislature, and receives an annual salary of \$300. In case of vacancy from any cause the Governor can fill the vacancy until the meeting of the next Legislature. The Territorial Superintendent is required to "disseminate intelligence in relation to the value and method of education," recommend school-books, furnish all County Superintendents with printed blanks, and report annually to the Legislature. He may examine all who apply to him for certificates to teach school, and his certificate is valid in the whole Territory. He is entitled to receive the same fees for certificates as County Superintendents. He may call a Teachers' Convention, at such time and place as he shall deem conducive to the educational interests of the Territory.

County Superintendents are elected at the general election, serve two years, and are allowed annually, out of the County Treasuries, \$25. The County Commissioners may, in their discretion, increase a County Superintendent's salary to any amount not exceeding \$500 a year; but, in all cases where his salary exceeds \$25, one-half of the excess is paid out of the school fund. The County Superintendents must in all cases be qualified teachers of any school within the counties for which they are elected. They divide their counties into school districts, examine teachers, receiving \$2 for the same, visit all the

schools in their counties, receiving \$3 for each school visited, and apportion the school fund.

School Directors, three for each district, are elected for three years. They employ and discharge teachers, build school-houses, make out tax-lists when assessments are ordered, and visit the schools under their jurisdiction at least twice each term. In all school meetings the director whose term of office shall first expire shall act as chairman, and the clerk of the district shall act as secretary. Seventy-two days constitute a school quarter.

No books or publication of a sectarian or denominational character shall be used in any district or public school, neither shall any sectarian or denominational doctrine be taught therein, under penalty of one hundred dollars fine.

A school meeting legally called shall have power by a vote of a majority present to levy a tax on all taxable property within the district.

All guardians, parents, and other persons in this Territory having, or who may hereafter have, the immediate custody of any child or children between the ages of eight and sixteen years, shall send the same to school at least three months in each year said child or children may remain under their supervision: *Provided*, That if the person or persons having the custody of said child or children shall not be able to pay for its or their education as provided in this section, and shall satisfy the School Directors of that fact, such child or children shall be admitted free of cost.

The School Fund consists of the moneys accruing to the Territory from the sale of lands donated by Congress to the Territory for school purposes. An annual county tax of four mills on a dollar is levied on all taxable property, for establishing and maintaining common schools. Fines received for violations of the laws are likewise devoted to the same purpose.

EDUCATIONAL PROGRESS.

	1872.	1873.
Number of school districts	222....	248
Number of school-houses.....	144:...	189
Number of schools.....	157....	196
Number of persons of school age.....	8,290....	9,949
Number attending school.....	3,828....	5,928
Amount paid teachers.....	\$29,318 64....	\$44,007 94

W Y O M I N G .

HON. JOHN SLAUGHTER, Superintendent of Public Instruction, was born in Virginia, in 1809, and removed with his parents to Ohio, when three years of age. He received a very limited education in a log school-house. In 1861, he emigrated to Colorado Territory, and from there proceeded to Wyoming Territory in 1868. He succeeded Dr. J. H. Hayford, of Laramie, when the new school law at the commencement of the year made the Territorial Librarian Superintendent of Instruction.

EDUCATION IN THE PAST.

Wyoming was constituted a Territory by an Act of Congress approved July 25, 1868. Two years later, in 1870, it was the tenth Territory in population, having nine thousand one hundred and eighteen inhabitants with an area of ninety-seven thousand eight hundred and eighty-three square miles. Three hundred and sixty-four persons attended school, one hundred and seventy-eight males and one hundred and eighty-six females. The total number of educational institutions was nine, having fifteen teachers, seven males and eight females. The four public schools were attended by one hundred and seventy-five pupils. The five day and boarding-schools had eleven teachers, five males and six females, and were attended by one hundred and thirty pupils. There were eleven public libraries, with eleven hundred and three volumes, also twenty private libraries, with fifteen hundred volumes, making, in all, thirty-one libraries, containing two thousand six hundred and three volumes. Of the total population, eight hundred and fifty-six were from five to eighteen years old, of whom four hundred and forty-nine were males and four hundred and seven females. Eight thousand and fifty-nine were ten years old and over, of whom six thousand six hundred and fifty were males, and fourteen hundred and nine were females. There were six hundred and two inhabitants, of all races, ten years old and over, unable to write, and, of these, three hundred and thirty-six were foreign born. Since 1870 the population has not increased rapidly, as in other Territories, and it does not now exceed ten thousand. Furthermore, this population is very scattered, thereby operating as a check against combined educational movements. The Territo-

rial Legislature has, however, from time to time, aimed to foster and develop the educational interests.

December 10, 1869, an act "providing for the organization of school districts and schools," became a law. During December of the following year (1870) a bill was passed by the Territorial Legislature materially amending the act of 1869. December 12, 1873, both of these measures were repealed, and a new school law was passed, which went into effect immediately.

PRESENT SCHOOL SYSTEM.

The following are its main features :

The Territorial Librarian is *ex officio Superintendent of Public Instruction.* He has the general supervision of all the district schools, grants teachers' certificates, good for all the Territory, regulates the grade of county certificates, and is allowed \$4 per day for his services, for not to exceed, however, thirty days in any one year. The Territorial Librarian is appointed for two years.

County Superintendents, to the number of five, issue teachers' certificates, and perform the other duties of Superintendents. They receive annually \$100 for their services.

School Directors, three for each school district, are elected yearly, employ teachers, and perform the other duties common to the office of director or trustee. In the employment of teachers no discrimination, the law says, shall be made in the question of pay on account of sex, when the persons are equally qualified.

The County Superintendent and District Board of Directors may determine whether a school of a higher grade shall be established in any district.

The Territorial Superintendent, together with the several County Superintendents of Instruction are required to hold a Teachers' Institute in the month of May of each year, which shall continue in session not less than four nor more than ten days. A uniform series of text-books for the whole Territory is decided upon by this Institute, and the series so adopted cannot be changed oftener than once in three years. The series now in use was adopted in May last, at Cheyenne city. School districts can vote a sum not exceeding \$100 in any one year for a library.

The public schools are free to all children over seven and under twenty-one years of age. Separate schools must be provided for colored children when there are fifteen or more in any school district.

A two-mill tax is required to be annually levied in each county for school purposes. School districts assess themselves for additional amounts. The "School-house Fund" consists only of taxes collected in the district. All other school moneys belonging to the district go to the "Teachers' Fund."

COMPULSORY EDUCATION.

Parents and guardians are required to send all well children between seven and twenty-one years of age, under their control, to some school, three months every year.

EDUCATIONAL STATISTICS.

The following statistics, which Hon. J. H. Hayford, the Auditor of the Territory, collated and furnished us July, 1874, give some idea of the present educational interests of the Territory:

School Districts in the Territory.....	27
School-houses erected during the year.....	3
Cost of the same.....	\$22,000 00
Estimated total value of school-houses.....	\$40,000 00
Pupils enrolled in the schools.....	1,200
Average daily attendance.....	800
Male teachers employed.....	8
Average wages.....	\$1,500 per annum.
Female teachers employed.....	About 20
Average wages.....	\$900 per annum.
Amount of Territorial School Fund.....	About \$30,000 00
Legal school age.....	5 to 21
Total receipts for school purposes.....	About \$50,000 00

A SCHOOL-GIRL in Davenport, Iowa, was recently overheard trying to convince a school-fellow that she liked him better than she did some other urchin, of whom he seemed jealous. "Of course I like you better than I do Bill," she said; "for don't I miss words in my spelling lesson on purpose, so as to be down to the foot of the class, where you are?"

GEOGRAPHICAL DISCOVERIES IN 1873 AND 1874.

THE remaining field for the explorer comprises the Arctic and Antarctic regions, the greater part of Africa, Central Asia, the largest half of Australia, the islands of the East Indian Archipelago, a vast tract in South America, and a large portion of our Western Plains. We present a brief review of the work done in each of these sections during the eighteen months ending September, 1874.

The Arctic Ocean has been explored, through the intrepidity of American seamen, to a point beyond any ever reached by ship before. The "Polaris," under Captain Hall, penetrated by way of Smith's Sound, the route advocated by American explorers, to latitude $82^{\circ} 16'$. Here she was stopped on the 30th of August, 1872, by floating ice, being a little more than four hundred miles from the Pole. There was some difference of opinion regarding the possibility of pushing farther north, some of the officers contending that it was possible, and others that it was not. Capt. Hall died on the 8th of November, 1872, from the effects of exposure, undergone in an attempt to penetrate farther north by sleigh. The ship was shortly after abandoned by the crew, which, after encountering great hardships, reached home in safety last spring. One of the most remarkable facts made known by the expedition was the greater abundance of animal life found to exist as the ship proceeded farther north. Willows of comparatively large size, sorrel and grasses of several kinds, as well as many flowers of different colors were also observed in abundance at Polaris Bay, latitude 82° . Garnets of unusual size were likewise found. In the summer of 1873, Mr. B. L. Smith, in the "Diana," succeeded in reaching latitude $80^{\circ} 56'$, longitude 70° E., and determined North Cape to be an island. The "Tegethof," of the Austrian expedition for the exploration of the sea east of Nova Zembla, has not been heard of since August, 1872, and may have solved the mystery of the "open sea." Nothing has been accomplished in the Antarctic regions.

Much has been contributed during the past year to our

knowledge of the western part of our country. Some remarkable ruins on the Rio Chaco, in New Mexico, have been visited and described by General James H. Simpson, U. S. A. They consist of massive walls of gray sand-stone, in some places still standing at a height of four stories. The exterior face of the wall is composed of thin courses of sand-stone, with intervals which are filled with laminar stones of the minutest thinness, so placed as to present the appearance of a magnificent piece of mosaic work. The mortar shows no trace of lime, and appears to have been made of the common earth. The regular arch is wanting in these walls, horizontal slabs of wood or stone forming the lintels of windows and doors. The ground floor is divided into numerous small apartments connected by diminutive openings, many of which are not more than two and a half feet square. The interior of one of these ruins measures seven hundred feet in circumference, and the present height of wall twenty-five feet, while the *débris* at its base shows it to have been originally higher. These ruins are evidently the work of a people far superior to the Indians now surrounding them, who, in fact, know nothing of their origin. Humboldt has located near these ruins the first resting-place of the Aztecs in their migration southward.

Colonel E. C. Boudinot, a highly cultivated Cherokee Indian, in an address last winter before the American Geographical Society, gave some interesting information regarding the inhabitants of Indian Territory. These comprise the Cherokees, Creeks, Choctaws, Seminoles, and Chickasaws, known as the five civilized tribes. Each tribe has a written Constitution and code of laws, as well as a Legislature and civil government of its own. The lands, however, are held in common, and no one tribe can dispose of its portion without the consent of the others. They have a well-organized free school system, comprising six high and eighty-eight primary schools. Two high school buildings in the Cherokee nation cost \$80,000 each. The Chickasaws send a number of their youth of both sexes to the best schools in the States, at an annual public expense of over \$17,000. The Cherokees have an original alphabet of their own, consisting of seventy-eight characters, invented in 1822, by one of them, a man named Sequoyah. Just after this invention a newspaper called the *Cherokee Advocate* was established, and printed one-half in

Cherokee, the other in English. This paper still lives as the *Cherokee Phœnix*. Indian Territory possesses great advantages of soil and climate. Corn, wheat, and fruit are produced in every part, and cotton also in the south. The grazing facilities are great. Coal, iron, lead, zinc, and copper, and salt and petroleum springs abound.

Dr. F. V. Hayden, of the United States Geological and Geographical Survey of the Territories, has explored the eastern half of the mountainous portion of Colorado. This region forms "the centre of elevation in the great chain of the Rocky Mountains." "From the summit of Mount Lincoln, the eye sweeps over a wilderness of high peaks, the like of which can be found only in the Himalayas or the Andes." In view from this point are more than one hundred and fifty peaks, none of which are below thirteen thousand feet, while fifty are at least fourteen thousand.

There were two expeditions to the Yellowstone, one under General Stanley, chiefly of a military character, to protect the work upon the line of the Northern Pacific Railroad, and the other under Captain Jones, the explorer of the Unitah Mountains. The first passed through the "Bad Lands," a region of desolation extending for two hundred miles. The face presents a continuous succession of hills, with wide chasms and gorges between, "presenting a frightful appearance." The length of the Yellowstone River was ascertained to be about five hundred and fifty miles, three hundred and fifty of which it is inferred will be navigable for steamboats. Coal, iron, and other minerals were found, and some rare species of birds, among them a species of skylark. In some places the expedition came across natural brick yards, where the clay was cracked by the sun into blocks two inches thick by a foot and a half long. General Stanley bridged a gully with these bricks and passed his wagons over safe.

Captain Jones's expedition penetrated what is properly termed the Yellowstone country, the vicinity of the wonderful geyser region in Northern Wyoming, which is hereafter to be the National Park. Its object was to ascertain how this interesting region can be made most accessible to the traveler. The route lay through a rolling and desolate country. On the way an unsuccessful attempt was made to ascend to the summit of a

sharp peak, but from the elevation attained, about twelve thousand feet, the view was "grand and terrible, presenting, as far as the eye could reach, a jagged mass of dark-brown volcanic rocks, black in the shadows of the falling sun." The basin of Yellowstone Lake was found to be abundantly watered, and covered with a dense growth of pine. In the lake there is abundance of animal life. Dr. Hilzínon found animal life in springs of 124° temperature. Frosts occurred during thirteen nights in August, but the vegetation was untouched, the flowers being particularly remarkable for the brilliancy and permanency of their colors. South of the lake a small stream was found which divides into two branches, one of which flows through Yellowstone Lake and the Missouri into the Gulf of Mexico, while the other flows through Snake River to the Pacific.

Lieutenant Wheeler has explored the White Mountains of Arizona and the plateaus bordering them. This region, lying south of latitude 34° and east of longitude 110° , embraces fine farming, grazing, water, fish, and game countries, entirely uninhabited by Indians. It however alternates between fertility and barrenness; in some places want of water makes agriculture impossible, while in others are fine bottom lands, enclosed by mountainous country abounding in fine grass, timber, and grain. The region is rich in precious metals. The country adjoining the Colorado River is probably the hottest in the United States, and is almost destitute of vegetation. The maximum heat in summer is found to be 130° Fahrenheit, and the minimum in winter 25° . The thermometer reaches 90° nearly every day in the year.

The observations of the Yale College Expedition under Prof. Marsh, in the country surrounding Salt Lake, seem to warrant the conclusion that the lake is but the remains of a "vast body of water, equaling in magnitude our great lakes, and that it had formerly a northern outlet." But the most important result of this expedition was the discovery, in the Pliocene formation, of the remains of various species of fossil horses, rhinoceroses, and camels. The most remarkable fact was exhibited in the remains of the horses, which indicate a gradual development from an animal about the size of a fox, and very different in structure and appearance.

In the beginning of the present summer, an expedition to the Black Hills, in Dakota Territory, was organized under Gen. G. A. Custer. The exterior of these hills presents a very forbidding aspect, from which it has been inferred that the interior was equally, if not more, desolate: but Gen. Custer has found it to be anything else. In a dispatch dated Bear Butte, Dakota, August 15, 1874, he says: "In regard to the character of the country enclosed by the Black Hills, I can only repeat what I have stated in previous dispatches. No portion of the United States can boast of a richer or better pasturage, purer water—the natural temperature of which, in mid-summer, as it flows from the earth is 12° above the freezing point—or of greater advantages generally to the farmer or stock-raiser than the Black Hills. Building stone is found in inexhaustible quantities, and wood, fuel, and lumber sufficient for all time to come." The whole country is said, by the same authority, to be covered by the greatest profusion of flowers, many of unclassified species. Game is abundant, and the mineral wealth is such as is likely to create a second California excitement. Gold and silver were found in numerous places in paying quantities. Iron, plumbago, and gypsum were also found, the latter in great quantities. The country is not inhabited by Indians.

Prof. James Orton, of Vassar College, New York, returned during the year, from his second exploration of the Amazon country, having studied the geology, physical geography, and topography of that region, obtaining a vast amount of new and reliable information. He found that the Upper Amazon (Marañon) has been grossly misrepresented in all the recent maps of Peru. The details of his discoveries have not yet been made public.

Asia has been the theatre of numerous exploring expeditions. One of the most important, in its results, is that of Baron von Richthofens, into the northern provinces of China. In the possession of coal, China is one of the richest countries on the face of the earth. Her coal fields cover four hundred thousand square miles, yet not a single mine is worked. Her supply of iron, also, is inexhaustible.

The Russian Expedition to Khiva has culminated in the addition of the right bank of the Oxus to the Russian dominions, the abolition of slavery there and in Bokhara, and the free

navigation of the Oxus, with free trade. Khiva is an oasis situated in the midst of a desert three hundred feet below the level of the sea. It is about two hundred miles long and seventy-five wide, and has a population of nearly one million. The people are Tartars, engaged, principally, in tilling the soil. They pass most of their time in summer beneath beautiful elms that shade their dwellings. The houses and farm-yards are enclosed by rectangular walls from fifteen to twenty feet high, which serve the purpose of defense against the Turcomans, who make frequent raids into the country. The walls are made of mud, which, being molded into huge blocks several feet square, becomes comparatively hard.

Dr. H. Fritsche, of the Russian Observatory at Peking, has made a journey through Eastern Mongolia. He describes the country as in one part mountainous, with fertile valleys intervening, and, in another, as having the plateau character, with wide plains surrounded by high hills. The mountain ranges are uniformly eight thousand feet high, ten thousand feet being the greatest height. He discredits the Jesuit story of there being, in this country, mountains over fifteen thousand feet high, covered with perpetual snows. There are two commercial centers on this plateau, one in the southeast, and another in the northwest. Dolonor, the first of these, has thirty thousand inhabitants. Lt. Francis Garnier, the intrepid French explorer, who, unfortunately, was recently murdered by Chinese insurgents while exploring the Yang-tze-kiang river, in Cochin China, found a portion of it flowing under ground. This phenomenon is so common to the rivers of that region that he arrived at the conclusion that "the subterranean portion of the rivers is, in this country, as considerable as the portion that flows on the surface. Rivers come out of grottoes in the mountains, completely formed; they disappear suddenly in abysses, and farther on you find them again issuing to light." Quartz slates, calcareous stones, and bituminous marble, constitute the geological features of the country. The people are timid and hospitable. Feudal organization still obtains. Rich landowners maintain bands of hired retainers, and engage in petty warfare with each other.

The excavations of the English Society in Jerusalem have revealed extensive subterranean passages and galleries, winding

aqueducts, and canals cut in solid rock, chambers, sewers, wells and tanks. A stream of running water was found, showing that a fountain exists far below the surface of the earth, and is still running—a circumstance of some interest, as there is now a dearth of water in Jerusalem.

A survey of the peninsula of Sinai, under the direction of the British Ordnance Survey, has determined that this was the scene of the events recorded in Exodus, and the examination has furnished a remarkable confirmation of the truthfulness and accuracy of the Biblical history. Jebel Musa was decided to be the Mount from whence the law was delivered, but this is disputed by Dr. Beke, who says that Mount Sinai is further to the northeast, in the desert, in the vicinity of the Gulf of Akabah.

Some important work has been accomplished in Australasia. Capt. Morsby, R. N., of the ship *Basalisk*, has explored a portion of the eastern shore of New Guinea. He found a copper-colored people, friendly and intelligent, and greatly superior to the black races of other parts of New Guinea. The country is beautiful and fertile. A great variety of products grow in the valleys, and many of the mountains are terraced to their summits with plantations. Dr. A. B. Meyer has also succeeded in crossing the island from Geelvink's Bay, on the northeast, to McClure's Gulf, on the southwest. This is the first time that the island has been crossed. He made large collections in natural history. While the Dutch have possession of the western half of the island, the eastern is free to colonization by any people.

Mr. Ernest Giles and Baron von Müller have been exploring central Australia west of the trans-continental telegraph line. They found a great salt marsh or lake one hundred and twenty miles long, also tin ore, extensive beds of hematitic iron, coal, and limestone. An important event is the completion of a telegraph line across the island, from Adelaide, in the south, to Port Darwin, in the north—a distance of two thousand and twelve miles. News has been received of the safe arrival at Perth of Col. Egerton Warburton's Exploring Expedition, which has traveled more than one thousand miles through a totally unknown part of western Australia.

Africa continues to be the scene of much exploring activity.

General Gallifet has found evidences of glacial action in the Desert of Sahara. M. C. Tissot has discovered in Morocco the ruins of Banasa, a city founded by Augustus, and described by Ptolemy, but whose site was latterly unknown. M. Duveyrier has discovered a race of Berbers south of Algeria called Imobagh. They are white, and with them the custom of sex is reversed. The men alone wear vails, and consider it dishonor to expose their faces. The women alone are acquainted with the art of writing, and they exercise great influence in politics. Professor Blyden has penetrated Faluba, a country lying to the interior of the west coast, and to the northeast of Sierra Leone. It was found to be a land of extensive and fertile plains, with great agricultural capacity. The people are orderly, well fed, well clothed, and very desirous of intercourse. Gold is said to be abundant in certain parts. Mr. Bayard Taylor, writing from Cairo, Egypt, this year, describes that country as making wonderful strides toward civilization, principally through the exertions and influence of the Khedive. The country is traversed with railways, the plantations supplied with steam-engines, the cities undergoing change in conformity to European style, and the religious intolerance of the people, with their prejudice to strangers, dying out. Two of the most remarkable facts observed by him are the rapid spread of the English language, and an extraordinary change in the climate. The winters have grown so cold that fires, for which the houses are unprovided, are desirable. Rains, too, once unknown, have become common. At Cairo, he saw two of a race of dwarfs that dwell in the heart of Africa. The largest was about four feet tall. The statement of Herodotus regarding the existence of a race of pygmies in Africa is, therefore, the expression of a fact.

News has been received lately from Dr. Nachtigal, the German explorer, who has succeeded in reaching Waday in safety. Waday lies to the eastward of Dar-Fur, about 15° N. latitude. Owing to the peculiar ferocity of the people, no other European has succeeded in accomplishing the feat just achieved by Dr. Nachtigal. Within the past twenty years Doctor Vogel and Moritz von Beurmann both perished in the attempt. The country is poor, and the people exceedingly barbarous, brutal, and immoral. They cannot even build perpendicular walls of mud and straw. Every afternoon they get drunk on a native

strong beer called melissa, during which time it was until recently more than the life of even an Arab was worth to venture into the streets. Adultery, theft, and disturbance of the public peace are punished with immediate death. Gerard Rohlfs has accomplished a journey of seventeen hundred miles over the Libyan Desert. His objective point was the conjectured Oasis of Kufrah, which he failed to reach, being stopped by a shifting sea of sand, in which neither man nor camel could walk. He visited the Oases of Farafrah and Dakhel. The former is poor and thinly peopled, but the latter is extremely fertile, and has a population of seventeen thousand, while it could easily support ten times that number. The desert surrounding these oases is composed of alternate plains of sand and walls of ragged rock, rising sometimes to the height of fifteen hundred feet. The temperature in this desert is extraordinarily low, the range being from 23° to 36° Fah. at six A. M.

Dr. Livingston, the great Africen explorer, has at length finished his useful career. His last journey was from Unyanyembe to Lake Bangweola, begun in August, 1872. His object was to visit four fountains said to exist to the east of this lake, and to give rise to the Lulua and the Lufira, which form the Great Luualaba, and to two other streams flowing south to the Zambezi. He also proposed visiting the copper mines of Kantanga, and the underground habitations in the Kabogo mountains. These objects he is believed to have accomplished. On his return to Unyanyembe he was compelled to wade for days through water waist-deep. This exposure brought on dysentery, from which he died, at Lobisa, on the 5th of May, 1873, after fifteen days' illness. His body was carried to England and placed in Westminster Abbey. His maps and journals have all been recovered.

The British Expedition to Ashantee, under Sir Garnet Wolseley, for the suppression of the slave-trade, has been completely successful. Coomassie, the capital, was taken, and Coffee, the king, captured and made to pay a tribute to the British Government. The country is described as covered with forests, and crossed by three ranges of mountains. It is characterized by a remarkable absence of birds and animals. Gold exists, generally in paying quantities.

SCIENTIFIC DISCOVERIES DURING 1873 AND 1874.

THE past eighteen months have been replete with scientific discovery. In almost every branch of science there have been new avenues opened to research or new accessions of fact. In astronomy, Mr. Abbott, of Tasmania, has observed important changes in the great southern constellation of Argo. The dark spaces in the nebula are becoming more extended, more defined, and are filling up with small stars. This is a remarkable instance, among the few known, of rapid changes in the configuration of nebulæ. The discovery of a companion to Procyon was made in March, 1873, by Struve. This is of much interest, as the new planet is supposed to be the cause of the minute variation in the movement of Procyon. Five small planets, and probably a sixth, have been found between Jupiter and Mars. A new planet of the eleventh magnitude was discovered by Perrotin on the 16th of June, 1874. Its location is $16\frac{1}{4}$ h. right ascension, $22^{\circ} 32'$ declination south. Two of the smaller moons of Uranus have been re-discovered through the great telescope recently erected at Washington. These were first observed about twenty-one years ago by Tassell, but were subsequently lost. Seven new comets have also been discovered, one of which, during the latter part of June and in July, was visible to the naked eye in most parts of the United States, and attracted a great deal of attention. Investigations into the phenomena of nutation and precession indicate periodical changes in latitude of points upon the earth's surface, by which the polar regions are gradually shifted in the course of many thousand years. The existence of an atmosphere around the moon, explaining certain anomalies in the occultations of some stars, has been indicated by the investigations of Neison. An error of one-twelfth of a mile has been discovered in the difference in longitude between Greenwich and Paris, and corrected by Mr. J. E. Hilgard. Important results are expected to follow the observations of the coming transit of Venus, and great preparations have been made for the purpose by all the

principal governments of the world. The United States alone has equipped eight stations. The transit occurs on the 8th of December, during the night, and therefore will be visible only in the Southern Hemisphere.

The investigations of Lockyer and Meldrum into meteorological phenomena indicate a connection between the fluctuations of sun spots and the periodical variations in resemblance and severity of cyclones in the Indian seas. Attempts to establish a similar connection with regard to rainfall have been made in India and Europe, but the result is only partially successful, the chances of the existence or non-existence of such a connection being about equally divided. A connection between the spots and variations in temperature of the atmosphere has, however, been positively established by Köppen. The International Meteorological Congress, held at Vienna in 1873, agreed upon a system of uniform and simultaneous observations for all parts of the world. This system has been already adopted by all of the leading nations of Christendom, and even by Turkey and China, and the result will doubtless be speedy and important advances in meteorological knowledge.

The application of electricity to illumination is said to have been successfully accomplished by Mr. Ladiguin of St. Petersburg. A piece of carbon or other bad conductor is placed within a glass tube filled with gas that will not combine with carbon at a high temperature, and then hermetically sealed. The carbon, being gradually and equably heated, is said to emit a soft, steady, and continuous light. The cost is said to be considerably less than that of ordinary coal gas.

A discovery of much importance to physicists and practical photographers is the recent invention of chemical compounds that may at will be rendered sensible to rays of the least or greatest refrangibility. More striking and not less important in its way is the discovery by Prof. Mayer, of the Stevens Institute, of a new method of analyzing the most complicated sounds that occur in nature. A membrane is placed near the sounding body. Attached to a point of the membrane are several fibres of raw silk, each of which connects with a tuning-fork. As a tuning-fork can produce only a simple sound, that is, a sound of one pitch, so if the sounding body gives forth any sounds identical with those made by the forks, the latter

will reproduce them. In his investigations on this subject, Prof. Mayer was led to observe that the antennæ of insects vibrate to sound, and subsequent experiments indicated very thoroughly that these are their organs of hearing. Mr. John Cottrell, F.R.S., has clearly demonstrated the power of heat to reflect sound. Waves of sound issuing from an aperture in a box were thrown at will into a similar aperture of another box, and otherwise turned aside by placing a jet of flame in different positions before the aperture.

The observations of M. Révy, of the Institute of Civil Engineers, Vienna, on the great rivers of Parana and Uruguay in South America, promise to greatly advance the science of hydraulics. They indicate that the velocity of a river is proportionate to its depth, diminishing or increasing therewith; that the greatest velocity is at the surface and the least at the bottom, and that the increase of velocity is in the simple ratio of the distance from the bottom. If these conclusions are verified, they will also give new impetus to meteorology by affording means of determining constants of evaporation.

It has been shown by Thompson, on the one hand, that the affinity of hydrogen for the first member of each of the four natural groups of non-metallic elements is positive, but diminishes with the higher members as their atomic weights increase; and, on the other hand, that the total heat of formation of sulphur acids decreases with every additional atom of sulphur. Berthelot has confirmed the view that when salts react upon each other in solution, the stronger acid seeks the stronger base, and vice versa. Dr. Draper has shown, contrary to prevalent views, that all rays of the sun, visible and invisible, have actinic power, that is, are capable of producing chemical change. Donkin, by the action of induced electricity on nitrogen and hydrogen mixed in proper proportions, has succeeded in producing ammonia, though only in small quantities.

In organic chemistry, Jungfleisch has succeeded in producing tartaric acid by synthesis of the elements, and Brodie marsh-gas by subjecting a mixture of carbonic oxide and hydrogen to the action of electricity; while, by similarly treating carbonic acid and hydrogen, he produced formic acid. A new coloring matter, *anthra purpurine*, has been obtained in the manufacture of olizarine.

Pettenkofer and Voit have shown that the fattening of animals is best produced by beginning with a liberal diet, rich in nitrogenous matter, and moderately so in fats, and, as the frame enlarges, increasing the latter principle and decreasing the former. The refuse of wool, horn, feathers, leather, etc., long regarded as utter waste, has been utilized by L'Hote for the manufacture of ammonium sulphate.

In metallurgy, Percy has shown that manganese can be used instead of nickel in the manufacture of German silver. A very remarkable discovery of a new class of explosives has been made by Dr. Sprengel. These are produced by the combination of non-explosive elements; thus, a mixture of nitro-benzol with the acid, both quite harmless by themselves, forms an explosive thirty-eight times more powerful than nitro-glycerine.

A fact of much importance to the iron manufacture of the West is the discovery that a cretaceous coal found at Trinidad, Colorado, produces excellent coke. Coke is required in the blasting of iron, and has hitherto been imported into the West in large quantities from Pennsylvania, the coal of the Rocky mountains being supposed to be incapable of producing that article. Several new minerals have been discovered, one of which, the peolite, an apparent variety of opal, was found in the geyser regions of the Yellowstone.

Traces have been found in Palestine of a pre-historic population, resembling in habits the reindeer-hunters who dwelt in the caves of Dordogne, France. The supposed discovery of the site of ancient Troy by Dr. Schliemann has attracted much attention; doubts, however, are entertained by eminent English ethnologists of the identity of the ruins. This doubt rests on the fact that the treasure obtained by Dr. Schliemann bears characters that differ from those used by the Trojans. The discovery of Esquimaux implements and remains of habitations in Polaris Bay, latitude $81^{\circ} 34'$, leads to the supposition that those people once dwelt as far north. The geological researches of Mr. James Geikie, as described in his recent work, "The Great Ice Age," lead us to believe that the glacial epoch was not continuous but intermittent, and that man lived in Great Britain certainly during the temporary recessions of the ice, if not before its appearance.

Experiments on the digestibility of animal food indicate that

about half the hay and straw consumed by oxen is digested. In milk production, it is ascertained that up to a certain point increase of rich food produces increase of milk and improves its quality, but beyond that point it has no effect. Attempts to increase the relative quantities of caseine and fat in the milk by increasing food more or less rich in those substances have proved futile. The results of these experiments are that too high feeding is wasteful, and that for milk richer in butter or caseine different breeds of cattle must be resorted to rather than alterations in the composition of food.

It has been ascertained that in the raising of such crops as buckwheat, rye, etc., a supply of potassium to the growing plant is essential to the production of starch in the grain. This was determined by growing the plants in water containing solutions of the various substances known to exist in the perfect grain. When all the elements were supplied the plant flourished and matured its grain; when potassium was absent, it did neither.

An important invention has been effected by Mr. E. F. Loiseau in a machine for utilizing coal waste or slack, and rendering it serviceable for fuel. The slack being combined with common clay and milk of lime, is turned out in egg-shaped nodules. The invention of fireless locomotives for street cars, and their successful application in New Orleans and Chicago, has also been effected. A steam boiler, filled three-fourths full of cold water, is supplied at the beginning of every trip with one hundred and seventy to one hundred and eighty pounds pressure from a producing boiler located at one end of the road. Any speed up to twenty miles per hour can be obtained.

Even the grotesque facts of science have had an accession in the discovery in Colorado of the remains of an extinct monster related to the rhinoceros and resembling the elephant. It had horns in pairs on different parts of the head. Some had huge horns over the eyes, while others had them on each side of the nose. The long suspected existence of gigantic cephalopoda in American waters has lately been justified by the capture of a squid or sepia in Foggy Bay, Newfoundland. The length of the body was seven feet, and the circumference five feet. It had two tentacular arms twenty-four feet long, and eight pedal appendages six feet long and nine inches in circumference.

THE PEABODY EDUCATIONAL FUND.

REV. DR. BARNAS SEARS, the General Agent of the Peabody Fund, contributes the following sketch to the "ANNUAL":

The letter announcing and creating the Peabody endowment was dated February 7, 1867. In that letter, after referring to the ravages of the late war, the founder of the Trust said: "I feel most deeply that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate." He then added: "I give one million of dollars for the encouragement and promotion of intellectual, moral, and industrial education among the young of the more destitute portions of the Southern and Southwestern States of the Union."

On the day following, ten of the Trustees selected by him, held a preliminary meeting in Washington. Their first business meeting was held in the city of New York, the 19th of March following, at which a general plan was adopted, and an agent appointed.

Mr. Peabody returned to his native country again in 1869, and on the 1st day of July, at a special meeting of the Trustees held at Newport, added a second million to the cash capital of the fund.

As to the success of this great enterprise, it is enough to say that not a single Southern State had a modern system of public schools when the Trustees first entered upon their work, and that now no State is without such a system, existing at least in law, and that every State has either already organized or is now organizing its schools. The Trustees do not arrogate to themselves the credit of creating all these public schools, but it may safely be said that but for their efforts in some of the States they would not have existed at all, and that in others they would not have been in their present comparatively flourishing condition.

Of the fund thus donated by Mr. Peabody for promoting education in the Southern States, the amount now available is in round numbers about \$2,000,000, and yields an annual income of \$120,000. Besides this, there are Mississippi and Florida bonds amounting to about \$1,500,000, from which nothing is realized at present. According to the donor's directions, the principal must remain intact for thirty years. The Trustees are

not authorized to expend any part of it, nor yet to add to it any part of the accruing interest. The manner of using the interest, as well as the final distribution of the principal, was left entirely to the discretion of a self-perpetuating body of Trustees. Those first appointed had, however, the rare advantage of full consultation with the founder of the Trust while he still lived, and their plans received his cordial and emphatic approbation. It seemed best to him to leave the question of the final disposition of the fund to the developments of time and the wisdom of the Trustees. The pressing need of the present seemed to be in the department of primary education for the masses, and so they determined to make appropriations only for the assistance of public free schools. The money is not given as a charity to the poor. It would be entirely inadequate to furnish any effectual relief if distributed equally among all those who need it, and would, moreover, if thus widely dissipated, produce no permanent results. But the establishment of good public schools provides for the education of all children, whether rich or poor, and initiates a system which no State has ever abandoned after a fair trial. So it seemed to the donor as well as to his Trustees, that the greatest good of the greatest number would be more effectually and more certainly attained by this mode of distribution than by any other.

No effort is made to distribute according to population. It was Mr. Peabody's wish that those States which had suffered most from the ravages of war should be assisted first, and so appropriations have been made thus far in only twelve States; the other three, namely, Maryland, Kentucky, and Missouri, will, of course, ultimately share in the benefits. Nor is distribution made in proportion to the comparative destitution of any community, but following the sound maxim of giving help to those and only to those who help themselves, the Trustees make donations from time to time at their discretion, whenever and wherever there is the most reasonable prospect of doing the most good. When any State, or any city or town within its borders, is actually taking efficient measures to support a permanent system of schools, and needs help to meet the outlay necessary in the beginning, contributions are made to supplement the public school money.

But it is clearly impossible to give assistance to all the public

schools which have been recently established in the Southern States. It was thought proper to select such as would best illustrate the system, and be, by their example, most influential in diffusing it.

For this reason it is required that all schools aided shall have at least a *hundred* pupils, with one teacher for every *fifty*; shall be properly graded and shall be continued during ten months in the year, with an average attendance of not less than *eighty-five per cent.* If smaller schools were accepted the number would be so great as to make the share of each quite insignificant, and besides, they would not be likely to exhibit the best models, as they could not well be graded.

To prevent collision or disorder, and to secure unity of plan and concert of action, the Trustees co-operate with the State authorities, availing themselves of the agency of each State Superintendent. They have the benefit of his more minute information, special advice, and detailed plans, while his purposes are furthered and his hands strengthened by their contributions.

The most that is given to a school of a hundred pupils is \$300; to one of two hundred, \$600, and so on; but this always on condition that *the district* shall pay at least twice, and usually much more than twice, the amount given from the Peabody Fund. No public pledge can be given that all schools which comply with the conditions may claim the amounts here named, but special arrangement must be expressly made at or near the beginning of the school year, through the State Superintendent of Public Instruction.

The Trustees are entirely untrammeled in their action except as above indicated. They aim to secure the just mean between concentration for strength and diffusion for relief. Unable to aid all at any one time, they desire first to cultivate the most promising fields and establish radiating centres at the most conspicuous points. When these are beyond the contingency of failure, they may turn their attention and donations to others. Thus, while bound only by their own sense of what is just and proper, all may rest assured they will be fairly and generously dealt with. The character of the Trustees selected by Mr. Peabody, and chosen since to fill vacancies, is an abundant guarantee that their ripe wisdom will be imbued with his philanthropy.

THE NATIONAL BUREAU OF EDUCATION.

IN February, 1867, Congress passed an act creating at Washington a Department of Education, for collecting and diffusing information in such a manner as should "aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." The act further provided for the appointment, by the President and Senate, of a Commissioner of Education, who should have charge of the department, make a yearly report to Congress, receive an annual salary of \$4,000, and be allowed \$5,400 annually for clerk hire. Hon. Henry Barnard, LL.D., of Connecticut, was the first Commissioner, having been appointed by President Johnson. He was succeeded, in 1870, by the present Commissioner, General John Eaton, appointed by President Grant.

JOHN EATON, Ph.D., was born at Sutton, New Hampshire, December 5, 1829, and graduated at Dartmouth College, in the class of 1854. He procured the means for his own education by teaching, and, upon graduating, he was Principal of the Brownell-street Grammar School at Cleveland, Ohio, from 1854 to 1856, and Superintendent of the Public Schools of Toledo, Ohio, from 1856 to 1859. Having early intended to devote himself to the work of the ministry, he resigned this position and attended the Andover (Mass.) Theological Seminary from 1859 to 1861, when he was ordained by the Maumee (Ohio) Presbytery. He was commissioned Chaplain of the 27th Ohio Volunteers, August 15, 1861, and, early in 1862, detailed as Sanitary Inspector of the Ohio brigade.

November 14, 1862, General Grant, then commanding the Department of Tennessee, appointed him Superintendent of Contrabands. December 15, 1862, he was appointed General Superintendent of Freedmen for Mississippi, Arkansas, West Tennessee, and Northern Louisiana. He discharged the important duties of that position till May 27, 1865, when he was appointed Assistant Commissioner of the Freedmen's Bureau, and called to Washington to assist in its organization. He had been commissioned, meantime, Colonel of the 63d United States Colored Infantry, October 2, 1863, and Brevet Brigadier-General, March 13, 1865. He resigned his commission, December 20, 1865, and established and edited the *Daily Post*, at Memphis, Tennessee, from 1866 to 1870.

He was elected State Superintendent of Public Instruction for Tennessee in 1867, and, during the two years he held the office, he organized and put into operation a system of free schools which enrolled an attendance of one hundred and eighty-five thousand pupils.

In 1869 he served as Secretary of the Board of Visitors to West Point Military Academy.

March 17, 1870, he was appointed Commissioner of Education, and, as such, has issued the Reports of the Bureau of Education for 1870, 1871, 1872, 1873. Under his management the usefulness of the Bureau has been largely increased, and its work is now held in the highest esteem by the friends of education at home and abroad.

He received, in 1872, the degree of Doctor of Philosophy from Rutgers College, Brunswick, N. J.

CIVIL RIGHTS BILL AND EDUCATION.

ON the 23d of May, 1874, the United States Senate passed what is known as the Civil Rights Bill, providing that "all citizens, and persons within the jurisdiction of the United States shall be entitled to full and equal enjoyment of the advantages of the common schools, and other institutions of learning and benevolence," regardless of "race, color, or previous condition of servitude."

Though it was apparent by votes recorded on several occasions, that the measure had a majority of votes in the House of Representatives, its friends could not command the requisite number of votes to have the bill called up out of its regular order and passed. Repeated efforts to do this failed. The bill was not reached, and accordingly went over to the next session of the House. Inasmuch as this measure, as appears from the sentences we have quoted, aims to place the whites and blacks upon an equality in the public schools, it has occasioned no little excitement and aroused no little opposition among the whites in the Southern States. This opposition made itself especially known in Tennessee. Colonel Fleming, the State Superintendent, recommended that no new school contracts be entered into by school directors until it should be definitely determined whether the Civil Rights Bill would become a law or not. When the measure passed the Senate the Nashville Board of Aldermen passed a resolution to suspend further work upon new school buildings, and considered resolutions to the effect that it would "materially interfere with, if not entirely destroy, our system of public schools." The views of the Southern Press generally were reflected by such sentences as these from the Memphis *Appeal*, and the Richmond *Enquirer*: "It is evident the public school systems of the Southern States cannot survive the enactment of this bill." "The middle classes cannot be compelled to send their children to the same schools with negro children, and they will not send them to such schools." Senator Lewis of Virginia, a Republican, wrote a public letter earnestly protesting against the passage of the bill. Senator Brownlow, of Tennessee, has been equally decided in his opposition.

While the colored population of the South were seemingly in favor of the measure at first—the Tennessee Colored State Convention passed resolutions indorsing it—“there are now,” says the Buffalo *Courier*, “the strongest reasons for believing that the thinking part of the colored population in the South do not desire that portion of the Civil Rights Bill which relates to the schools. Its passage would destroy the progress of education of the negroes at the South, and many years would necessarily elapse before it would be renewed.”

The educational journals through the country do not regard with favor the school provisions of the measure. The Iowa *School Journal* says: “In our opinion the bill, should it become a law, will greatly annoy the cause of education in certain parts of the Union. If the law shall be so worded or interpreted as to demand that a school system supported by general taxation shall provide as good schools for the blacks as for the whites, leaving it with the boards and school officers, or the localities, to determine whether or not the blacks shall be entitled to seats in the schools provided for the whites, and *vice versa*, it would meet every demand of justice and equality. In Keokuk, in our own State, the Board of Education has provided for a ‘colored school,’ with suitable buildings and competent teachers. We can see that a law which would step in and break up this distinction under the plea that the Board has made a discrimination on account of color, would be absurd and foolish in the extreme.”

In view of these and similar expressions of opinion, Congress should deliberate well before pushing the Civil Rights Bill to a final passage. Those claiming to speak for him assert that, in the event of its passage, President Grant would veto the measure.

The Columbus (Ohio) *National Teacher* says: “It is hoped that the Civil Rights Bill, now pending in Congress, may be so amended as to permit the organization of separate schools for colored youth, but on condition that these schools be made EQUAL in accommodations, instruction, and length of session to those provided for white youth. It is believed that the passage of either the Senate Bill or the House Bill, without such a condition, will do the cause of public education in the South very serious injury. Race prejudices are too strong for such a measure.”

CITY EXAMINATIONS.

THE requirements as to qualifications of teachers, and the manner of conducting the examinations in ascertaining those qualifications in the principal cities of the Union, is a matter of much interest to teachers, and to those who have the granting of certificates of qualification for teaching. At present there is no uniformity in either the scholastic attainments of teachers nor in the manner of conducting the examinations. Each city or Board of Education has an independent standard for itself in all of these matters.

For the purpose of directing attention to this important subject, we purpose giving brief outlines of the plans pursued in two cities, by way of illustration, and to invite correspondence and information on this subject, that we may present in our next ANNUAL a statement of the chief requirements and modes of examination of teachers in the principal cities of the Union.

In the city of New York, the examination of all candidates for positions in the public schools is conducted by the City Superintendent, or such of his assistants as he may delegate for this purpose, in the presence of at least two School Inspectors, who shall concur in granting the certificate of qualification, and sign the same.

These examinations are held one day (usually Friday) of each week during the period in which the schools are in session, viz., from September to July 1.

Candidates for full licenses are examined in the following subjects; reading, spelling, English grammar, English literature, history, arithmetic, algebra, geometry, astronomy, natural philosophy, chemistry, zoology, physiology, and principles and methods of teaching.

Teachers in the public schools of New York city are ranked principals, assistant teachers, and teachers of special subjects. The candidates who pass a satisfactory examination for a position as assistant teacher, receive a provisional license of the following form, which is generally given for a period of six months :

"I, _____, City Superintendent of Schools of the City of New York, do hereby certify that _____ has been duly examined and found qualified, in respect to learning and moral character, to teach in the common schools of said city, as an assistant teacher of the _____ grade in _____ schools, and is hereby licensed as such for the term of _____ from the date of this certificate."

PERMANENT LICENSE.

At the expiration of six months, the City Superintendent takes steps to ascertain whether the teacher holding the provisional license is successful in discipline, and has shown ability to teach. Whenever the information upon these points is satisfactory, a permanent license is given in the following form:

"I, _____, City Superintendent of Schools in the City of New York, do hereby certify that _____ has been duly examined and found qualified, in respect to learning, ability, and moral character, to teach in the common schools of said city as _____, and is hereby licensed accordingly."

Each permanent license contains the following:

"This license shall not be valid after a discontinuance of service for a period of two years or more, as a teacher in the common schools of the city."

About one hundred and fifty new teachers are required each year to meet the wants of the schools in New York city alone, where there are employed over two thousand six hundred teachers. About one hundred graduate from the city Normal College as teachers.

Neither holders of State Normal School diplomas and State Certificates, nor college graduates are allowed to teach in New York city, without first obtaining a certificate from the City Superintendent, in whom rests the chief power of determining what candidates are qualified.

In the city of St. Louis, Missouri, the "Committee of Examiners" consists of the Principals of the Normal, High, and Branch High Schools, with the City Superintendent and Assistant Superintendents, and the duty of this committee is to examine applicants for situations as teachers in the schools, and report the results to the Teachers' Committee of the Board of Education.

Teachers who pass a satisfactory examination and receive appointments as assistant teachers are usually assigned to fill temporary vacancies until they have demonstrated their ability sufficiently to warrant success in a permanent position. By this practice each *new* teacher learns by experience in different schools the general customs prevalent.

The annual demand for teachers is about one hundred. Of this number the Normal School furnishes more than one-third.

The subjects embraced in the examination of applicants for the position of Principal of the District Schools or for Assistant in the High or Normal Schools are as follows:

Mathematics.—Algebra and geometry.

Natural Science.—Philosophy, chemistry, physiology, astronomy, geology, botany, and zoology.

Language.—Latin, history and grammar of English language, English literature, general history, theory and history of education.

Candidates for applicants for the position of Assistants in the District Schools are examined in spelling, arithmetic, algebra, geography, grammar, history and Constitution of the United States, theory and art of teaching, important common facts in natural science.

The examinations of applicants for the positions of Assistants in District Schools are held on the last Wednesday in August, also in October, December, and March.

The examinations of applicants for the positions of Principals of District Schools, or Assistants in the High or Normal Schools, are held whenever applicants present themselves.

THE COMPULSORY LAW OF NEW YORK.

DURING 1874 a bill aiming to enforce education was introduced into the Legislature of New York. Notwithstanding the act encountered organized opposition it ultimately passed both Houses and received the Governor's signature. The following are the main features of the measure, which takes effect January 1st, 1875:

All parents and guardians are required to instruct children in their charge, or cause them to be instructed in spelling, reading, writing, English grammar, geography, and arithmetic. All chil-

dren not physically or mentally incapacitated, between the ages of eight and fourteen years, must attend some public or private day-school at least fourteen weeks each year, eight of which shall be consecutive, or they must be taught at home fully fourteen weeks each year in the branches named above.

No person shall employ any child under fourteen years of age during the established school hours of the locality, unless such child shall have attended some public or private day-school fourteen weeks of the fifty-two weeks next preceding any and every year in which such child shall be employed, or shall have been instructed at home during the time above-mentioned, and in the branches above specified. The child must deliver to his employer a certificate to this effect in the handwriting of his teacher. The penalty for disobeying this provision of the bill is \$50, to be paid into the school fund by the employer, for each offense.

Trustees are required to inspect the situation of all children employed in manufacturing establishments, in February and September of each year, and to report all violations. Manufacturers are compelled to furnish correct lists of the children in their employ between eight and fourteen years of age.

For violating any provisions of this bill, \$1 fine shall be paid. For each succeeding violation, after having been properly notified, the offender shall pay \$5 for each and every week's continuance, not exceeding thirteen weeks in any one year. All these penalties are to be devoted to school purposes.

Trustees are required to furnish text-books for the children on the written statement of parents or guardians that they are unable to do so.

On the statement of any parent or guardian that he or she cannot compel a child to conform to this act, the latter shall be regarded as an habitual truant and so dealt with.

Boards of Trustees and Instruction are authorized and directed to make all needful provisions, arrangements, and regulations for the discipline, instruction, and confinement of habitual truant children found in the streets, subject to the approval of the Justice of the Supreme Court of the district. Two weeks attendance at a half-term or evening school shall, for all purposes of this act, which takes effect on the 1st day of January, be counted as one week at a day school.

EDUCATIONAL AND SCIENTIFIC GATHERINGS | IN 1874.

THE National Educational Association convened at Detroit, Michigan, August 4, and continued in session for three days. Over six hundred delegates were present, representing twenty-nine States and two Territories, and the annual gathering was regarded as a decided success. At the election of officers of the Association for the ensuing year, William T. Harris was chosen President; William R. Abbott, Secretary; and A. P. Marble, Treasurer. The following resolutions were adopted:

Resolved, That this Association reaffirms the declaration of opinion voted at its last annual meeting, that the proceeds of the sales of the public lands should be set apart by Congress, under such conditions as it may deem wise, as a perpetual fund for the support of public education in the States and Territories.

Resolved, That this Association is earnestly in favor of the establishment of a true National University.

A committee was appointed to further the project of a National University.

The American Philological Association began its sixth Annual Session in Hartford, July 14. Professor F. A. March, of Lafayette College, Pa., in the Chair. The session continued for four days. It was decided to hold the next one at Newport, Rhode Island, July 13, 1875. The following officers were elected for the ensuing year:

President—Dr. J. Hammond Trumbull, of Hartford, Conn.

Vice-Presidents—Professor S. S. Haldeman, of the University of Pennsylvania; and Professor Charles Short, of Columbia College, New York.

Secretary and Curator.—Professor Samuel Hart, of Trinity College, Hartford, Conn.

Treasurer—Professor Albert Harkness, of Brown University, Providence, R. I.

The annual meeting of the American Association for the

Advancement of Science, began at Hartford, Conn., on the 12th of August, and adjourned on the 18th. The most important business was the adoption of a new Constitution.

A resolution was passed urging upon Congress the importance and desirability of having a new census taken in 1875, with reference to the Centennial celebration.

The following officers were elected for the coming year : President, Professor J. E. Hilgard, of Washington ; Vice-President for Section A, Professor H. A. Newton, of New Haven ; Vice-President for Section B, Professor J. W. Dawson, of Montreal ; General Secretary, Professor S. H. Scudder, of Boston ; Permanent Secretary for five years, F. W. Putnam, of Salem, Mass. ; Treasurer, W. S. Vaux, of Philadelphia ; Secretary of Section A, Professor S. P. Langley, of Pittsburgh ; Secretary of Section B, Professor N. S. Shaler, of Newport, Ky.

It was decided to hold the next meeting at Detroit, Mich., beginning on the second Wednesday in August.

The New York State Teachers' Association assembled at Binghamton, July 28, and continued in session three days. The attendance was large. Henry R. Sandford, of Middletown, was elected President for the ensuing year.

"A GOOD schoolmaster should be a man who knows much more than he is called upon to teach, that he may teach with intelligence and taste; a man who has a noble and elevated mind, that he may preserve that dignity of sentiment and deportment without which he will never retain the respect and confidence of families; a man obsequious and cringingly servile to no man, yet not ignorant of his rights, but thinking much more of his duties, and showing to all good example, and serving as counsellor, satisfied with his business because it gives him power to do good, by serving his God and his fellow-creatures. We must have teachers with these high qualifications or we have done little for elementary education. A bad schoolmaster, like a bad parish minister, is a scourge to the community."—*M. Guizot.*

EDUCATION IN OTHER COUNTRIES.*

AUSTRIA.

SINCE 1848 public education has been thoroughly reorganized in Austria. In the Cisleithan provinces it is chiefly regulated on the basis of the law of May 14, 1869, being compulsory. Children are compelled to attend school from their sixth to their fourteenth year. The common schools are of two grades. In those of the lower grade, reading, writing, ciphering, religion, singing, and gymnastic exercises are taught. In those of the higher grade, composition, arithmetic, geometry, bookkeeping, and drawing are added. There are now in Austria, exclusive of Hungary, fourteen thousand Elementary Schools, sixty Normal Schools, six Polytechnic Schools, and six Universities, the latter with eight thousand students. Most of the teachers in the country are compelled to spend four years in the Normal Schools, and then to pass an examination before an independent commission, appointed by the government. Superintendent Philbrick, of Boston, one of the United States Commissioners to the Vienna Exposition, speaks in the highest terms of the schools of Vienna, and thinks they will fully compare with those of his own city.

One of the Normal School buildings in Vienna cost \$300,000. The middle schools of the city, corresponding to our American High Schools, are, Mr. Philbrick asserts, beyond anything we have conceived of in the United States. The teachers are well paid, have a high social position, rank as government officials, and at the end of thirty years' service, are entitled to a pension equal to their maximum salary. The Austrians devote much attention to the study of gymnastics. There are one hundred and eleven teachers of gymnastics in Vienna alone, and one of the gymnasiums cost \$50,000.

ENGLAND.

THE system of public instruction in England is remarkable for its complete independence of the government. Except the

* Compiled for the "Annual" from various sources.

pauper schools and those belonging to naval, military, and penal establishments no schools have been organized by the government, nor has their management been vested in the government. It has, however, made conditional grants in aid of popular education. In 1870 a new school system was established by the government, which provides for the annual grant by Parliament of a sum of money to secure the establishment and maintenance in every school district of public schools sufficient for the elementary instruction of all the children resident therein, whose education is not otherwise provided for.

School Boards, composed of not less than five nor more than fifteen members, are elected in boroughs and parishes (not within the Metropolis) to enforce the provisions of the new law. They are permitted to compel the attendance of children between five and thirteen years of age. All school expenses are paid out of the school fund, which consists of fees, Parliamentary grants, loans. Special provision is made for the election of School Boards in London.

Throughout England the average attendance in aided schools (day and night) has risen from one million and thirty-three thousand six hundred and seventy-five in 1868 to one million five hundred and twenty-eight thousand four hundred and fifty-three during 1873, three-fourths of this increase having taken place since 1870. Altogether, there were last year two million two hundred and eighteen thousand five hundred and ninety-eight children attending school more or less regularly, of whom, however, only a small proportion qualified for examination by fulfilling the prescribed number of attendances. Not more than seven hundred and fifty-two thousand two hundred and sixty-eight children above seven years of age who had completed their attendances were actually present for examination by the Government Inspectors. There are three hundred and sixty-four thousand children who ought, according to their age, to be examined in the three higher standards—the fourth, fifth, and sixth—but only one hundred and twenty-seven thousand eight hundred and eighty-four presented themselves for examination, and of these only seventy-three thousand two hundred and fifty-six were able to pass the ordeal without failing in any subject.

In England and Wales the average income of certificated

masters of elementary schools aided by the Parliamentary grant was, for 1873, £103 11s.—the average being taken on the income of seven thousand six hundred and twenty-nine such masters; three thousand nine hundred and twenty (more than half), were provided with a house or lived rent free. The income of certificated mistresses averaged £62 10s.—the average being taken on five thousand and thirty-five, and two thousand and twenty-two were provided with a house or were rent free. The average income of certificated infants' mistresses was £60 9s.—the average being taken on two thousand six hundred and seventy, and seven hundred and forty-three were provided with a house or rent free.

F R A N C E .

EVERY grade of public instruction in France is under the direct control of the government, which acts through the Minister and Superior Council of Public Instruction. This Council, under Napoleon, consisted of the minister, three senators, five bishops or archbishops, three councillors of State, three members of the Court of Appeals, eight inspectors-general, three clergymen (Lutheran, Reformed, and Jewish), five members of the Institute, and two heads of private educational establishments. The schools are classified as, 1. Primary, including all elementary and the lowest grade of Normal Schools; 2. Secondary, comprising the Communal Colleges, Lyceums, and the second grade of Normal Schools; 3. Superior, comprising the Academies. To ensure a high standard of excellence in the schools of every grade, a rigid system of inspection prevails. Every Commune is required to establish and maintain schools for primary instruction, and is aided by the government whenever the school fees and local taxes are insufficient. Instruction in religion is given in all public schools, but no pupil is obliged to receive instruction in any creed against the wish of his parents. Private schools are encouraged, but instructors in these must pass the examinations required of those serving in the public schools, and the proficiency of their pupils and their general management are subject to governmental supervision. The Lyceums are founded and maintained by the State with the

coöperation of the departments and towns, while the Communal Colleges are founded and maintained by the Communes. The arrangement of classes and studies is fixed by the government, and is the same in both. Superior education is provided for by the Academies, of which there are fifteen in France proper, each constituting the educational center of an academy district; and embracing several departments of the country. These institutions correspond to the universities of other countries, though many of them are inferior to the German universities. A complete academy embraces the five faculties of sciences, letters, theology, law, and medicine. Only the Academy of Paris, however, includes all these faculties. Applicants for the position of teacher in any of the public schools of France must prove their qualifications by rigid examinations, regulated by the government. The educational system of France has recently undergone some changes, and is now in a transitional state. For further facts regarding it, see Appleton's new American Cyclopaedia, to which we are indebted for the above.

JAPAN.

THE educational advancement being made in Japan is attracting considerable attention, and deserves more than a passing notice. Until 1872 instruction was imparted in Japan, as among the ancient Greeks, by men of learning to their individual followers. In that year, however, a new school law was promulgated, and many schools have since been established in all parts of the empire. The new system, when fully carried out, will secure a thorough system of education for the whole empire.

Under the new regulations, the administration of learning in the whole country is to be directed by the Mombushô, or Educational Department, alone. There are seven circuits, in each of which is a high school; and each circuit is to be divided into thirty-two middle school districts, whose subdivision into primary school districts will be regulated by the size of the territory and the scarcity or density of population, this being a matter within the discretion of the local authorities. The appointment of inspectors is also a district affair, it being only required that these officials shall be popular with the

inhabitants, and there is no objection to the mayors of villages holding the office. The salaries of the school inspectors are to be paid out of funds provided for this purpose by the locality; but, in necessary circumstances, the government may give aid for a certain period. All subjects, whether nobles, two-sworded men, foot-soldiers, peasants, artizans, tradespeople, or women, who send their children to school, must report the fact to the inspectors. If children, on passing the age of six years, do not attend school, the reason of their not doing so must likewise be reported. A bureau is to be established in each circuit, composed of officers acting under the instructions of the Education Board, and superintending all the schools in the district, in consultation with the local authorities. Schools are divided into three kinds—high, middle, and primary. There are to be special seminaries for teaching the higher branches of learning, among which are classed philosophy, law, composition, and medicine. Pupils who seem likely to make extraordinary progress in acquirement, but who are too poor to pay the charges and support themselves, may have allowances on giving a bond for repayment or for entering the government service. All students educated abroad at the government expense must bind themselves to serve the State for a certain number of years, or to repay the money on their return to Japan.

There are now in operation in Japan, under the new system, one thousand seven hundred and ninety-nine private schools, and three thousand six hundred and thirty public schools; total, five thousand four hundred and twenty-nine. At these schools there are now under instructions three hundred and thirty-eight thousand four hundred and sixty-three males, and one hundred and nine thousand six hundred and thirty-seven females, making a total of four hundred and forty-eight thousand one hundred; but to the above numbers, which do not include the higher schools, may be added, Mr. Tanaka (the Japanese Vice-Minister of Public Instruction) considers, some thirty thousand other persons who are likewise now under instruction, making, in all, nearly four hundred and eighty thousand persons; or, taking the population of Japan, in round numbers, to be thirty-three millions, which is eighty-nine thousand seven hundred and seventy-seven below the last census, one in sixty-eight of the people.

PRUSSIA.

THE Prussian System of Education, which likewise prevails in most of the German States, is the most complete and thorough of any in the old world. It assumes that it is the right and duty of the State to provide schools, and compels the attendance of all well children between seven and fourteen years of age. It furthermore looks to the special preparation of teachers, as far as practicable, for every grade of school, with opportunities for professional improvement and promotion, and guaranty of pecuniary aid when sick, infirm, or aged, and for their families in case of death. The State exercises supervision over all schools, public and private. Formerly the clergy possessed this supervising power to a large extent. The new school law of 1872, however, aimed at the entire separation of school and church, and the withdrawal of school management from the clergy as such. The Minister of Instruction, appointed by the crown, exercises supreme authority in educational matters. Local supervision rests in the provincial authorities, who have general control of secondary education, including the *gymnasia*, "Realschule," and primary normal schools. The schools of Prussia are divided by Professor Drone into five general classes: 1st, primary; 2d, burgher; 3d, Realschule; 4th, gymnasium; 5th, university.

In nearly all the German States, as well as in Denmark and Sweden, persons are prohibited from opening schools or seminaries without undergoing examinations before Boards constituted for that purpose. If found qualified, the candidate receives a teacher's license, but in this license the grade of school which he is found capable of teaching is clearly defined, and he renders himself liable to prosecution as an impostor if he represents his school in his announcements as of any higher grade than that which his license declares him qualified to teach. The following studies are obligatory for all children in Prussia: Religion, the mother tongue, including writing and grammar, arithmetic, practical elementary geometry, *reolin* (comprising geography, history, the elements of natural history, and the rudiments of physics), drawing, singing, gymnastics, and for girls, needle-work. To each of the last four branches the pupils

of the upper classes are required to give two hours weekly. In giving the gymnastic exercises the teachers must follow the course laid down in the official manual prepared for the purpose. Prussia was the first country in the world to establish normal schools, the earliest of these dating back as far as 1701. In 1819 it was decreed that ten should be established, one in each province. Now there are eighty-eight. In the whole German empire there are one hundred and forty-three. The course of training in these professional schools varies from three to six years. In 1873 there were twenty-one universities in the German empire, with one thousand seven hundred and thirty-four professors, and eighteen thousand five hundred and eighty-eight students.

R U S S I A.

UNDER new laws just issued, no National School in Russia is to be opened without official sanction, and they are all to be placed under Government control. In each district this control will be exercised by a School Council, the Councils to be composed of the Marshal of the Nobility, the School Inspector, and Representatives of the Ministry of Education, the Ministry of Home Affairs, and the Episcopal Diocese, two members of the District Assembly, and one of the Municipal Council, when the latter takes part in the maintenance of schools. The expense of establishing the system of control above described is estimated at 319,000 roubles. The subjects to be taught are religion, reading Russian and ancient Slavonic, writing, the first four rules of arithmetic, and singing. Instruction is to be given in the Russian language, and those books only are to be used which are recommended by the Ministry of Education and the ecclesiastical authorities.

The Russian Commission, appointed to afford greater facilities for the instruction of women in the empire, have recommended that in order to deter Russian women from going to foreign universities, a "Higher School for Women" should be established at St. Petersburg. This school is to be divided into five sections: First, a physico-mathematical, with a pharmaceutical sub-section; second, a Russian section; third, a Ger-

man one; fourth, a French one; fifth, a historicophilological section. In the last four sections the teaching of Latin is to be obligatory. In the fifth section, modern history is to be taught in the first year, mediæval history in the second, and ancient history in the third. The length of the course in all the sections is to be three years.

Russia has instituted successful and valuable Teachers' Meetings, and a large number of Normal Schools. In 1872, the Government appropriated 230,000 roubles for these schools. The gymnasia teach Greek, Latin, German, French, and scientific branches. The professional schools offer to students, mathematics, drawing and design, chemistry, and other industrial studies. In 1874, the State appropriated 150,000 roubles for the feminine gymnasia. At the end of 1871, Russia had one hundred and eighty-six establishments of medium and higher instruction for girls, attended by twenty-three thousand four hundred and four pupils. Russia has also eight universities like those of Germany, taught by five hundred and twelve professors, and frequented by six thousand seven hundred and seventy-nine students.

There are no complete official statistics of the number of primary schools in the country. The last published report, 1872, computed the number in European Russia at twenty-four thousand, with an attendance of eight hundred and seventy-five thousand pupils. Teachers' Institutes were held in forty-seven different localities. Owing to the sparseness and poverty of the population outside the cities, the spread of education is unquestionably attended with no little difficulty in Russia. The prospects are certainly, however, flattering.

SWITZERLAND.

IN accordance with the new Constitution, the public schools of Switzerland may be attended by the members of all sects without prejudice to their liberty of conscience. Convinced that religious instruction in elementary schools ought not to be dispensed with, the Society for Liberal Christianity of Switzerland had taken the initiative by offering prizes for a book of unsectarian religious instruction. Two prizes, 500 francs and

200 francs, have been proffered for the two best works. They must be sent in, anonymously at present, by the end of March, 1875. The work may be in the German or French language.

School attendance is obligatory in all but four of the cantons of Switzerland, unless it be shown that children are receiving equally good instruction in private schools or at home, and even then such children must undergo examinations. In some of the cantons the prescribed school age is from seven to fourteen, in others from six to sixteen. The schools are maintained by taxation. Gymnastics and military exercises form a prominent feature, and to provide competent teachers young men are sent by the government to receive instruction in the great gymnastic establishment in Dresden. There are three Swiss Universities, situated at Basel, Bern, and Zurich. They are cantonal rather than national, and are organized after the general plan of the German University, but are of inferior rank.

IN the Tennessee Teachers' Association meeting held recently, one of them said, that while he believed in the co-education of boys and girls before the war, his opinion was now somewhat changed. He thought that boys now, as a rule, were less fit to associate with girls than they were then.

IT is reported that among persons of eighteen years and under the proportion of the illiterate is smaller in San Francisco than in any other large city in the Union.

AN Indianapolis teacher thinks that too much school time is occupied in trying to learn exact historical dates, and that only a few of the more important should be learned.

NOT long since the people of a Brazilian city dedicated a monument indicative of their respect for the Emperor. The latter, hearing of their purpose, told them that the most gratifying expression of respect would be in the erection of a house for the education of their children.



TABLE I.

POPULATION OF THE UNITED STATES BY YEARS.

Years.	Population.	Years.	Population.	Years.	Population
1780.....	3,070,000	1814.....	8,131,000	1848.....	21,805,000
1781.....	3,144,000	1815.....	8,369,000	1849.....	22,489,000
1782.....	3,221,000	1816.....	8,614,000	1850.....	23,191,876
1783.....	3,300,000	1817.....	8,866,000	1851.....	23,995,000
1784.....	3,382,000	1818.....	9,124,000	1852.....	24,802,000
1785.....	3,467,000	1819.....	9,338,000	1853.....	25,615,000
1786.....	3,554,000	1820.....	9,658,453	1854.....	26,433,000
1787.....	3,644,000	1821.....	9,939,000	1855.....	27,256,000
1788.....	3,737,000	1822.....	10,229,000	1856.....	28,083,000
1789.....	3,832,000	1823.....	10,527,000	1857.....	28,916,000
1790.....	3,929,214	1824.....	10,834,000	1858.....	29,753,000
1791.....	4,043,000	1825.....	11,151,000	1859.....	30,576,000
1792.....	4,162,000	1826.....	11,476,000	1860.....	31,443,321
1793.....	4,287,000	1827.....	11,810,000	1861.....	32,064,000
1794.....	4,417,000	1828.....	12,153,000	1862.....	32,704,000
1795.....	4,552,000	1829.....	12,505,000	1863.....	33,365,000
1796.....	4,692,000	1830.....	12,866,020	1864.....	34,046,000
1797.....	4,838,000	1831.....	13,221,000	1865.....	34,748,000
1798.....	4,990,000	1832.....	13,579,000	1866.....	35,469,000
1799.....	5,146,000	1833.....	13,974,000	1867.....	36,211,000
1800.....	5,308,483	1834.....	14,373,000	1868.....	36,973,000
1801.....	5,478,000	1835.....	14,786,000	1869.....	37,756,000
1802.....	5,653,000	1836.....	15,231,000	1870.....	38,558,371
1803.....	5,833,000	1837.....	15,655,000	1871.....	39,672,000
1804.....	6,019,000	1838.....	16,112,000	1872.....	40,881,000
1805.....	6,209,000	1839.....	16,584,000	1873.....	41,976,000
1806.....	6,405,000	1840.....	17,069,453	1874.....	43,167,000
1807.....	6,606,000	1841.....	17,591,000	1875.....	44,384,000
1808.....	6,812,000	1842.....	18,132,000	1876.....	45,627,000
1809.....	7,023,000	1843.....	18,694,000	1877.....	46,896,000
1810.....	7,239,881	1844.....	19,276,000	1878.....	48,191,000
1811.....	7,453,000	1845.....	19,878,000	1879.....	49,511,000
1812.....	7,673,000	1846.....	20,500,000	1880.....	50,858,000
1813.....	7,898,000	1847.....	21,143,000		

The above table has been prepared by Professor E. B. Elliott of Washington. Basing his conclusions on the same calculations which gave these figures, he estimates that the population of the United States in 1870 would have been 41,718,000 instead of 38,588,000, had there been no war. In 1880 it would be 54,017,000, instead of 50,858,000.

ELEVEN States of the Union now have compulsory educational laws, viz.: California, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Texas, Nevada. Of these New Jersey, New York, and a have adopted the law this year.

TABLE 2.—NUMBER OF SCHOOLS, SCHOOL TEACHERS, AND SALARIES PAID. (1873.)

Number	STATES.	Number of schools.	Average duration of school in days.	Male Teachers.	Female Teachers.	Total.	Average Monthly Salaries.	
							Male.	Female.
1	Alabama.....	2,650	...	1,796	854	2,650	\$40 00	\$40 00
2	Arkansas.....	...	...	...	2,035	60 00	40 00	
3	California.....	1,868	134	882	1,454	2,336	84 28	63 37
4	Connecticut.....	1,638	173	715	2,240	2,955	67 01	34 09
5	Delaware.....	349	146	...	...	...	...
6	Florida.....	500	102	150	350	500	35 00	35 00
7	Georgia.....	41,735	66	...	...	...	...
8	Illinois.....	11,620	151	8,765	12,029	20,794	52 92	40 51
9	Indiana.....	9,100	166	7,430	4,816	12,246	...	...
10	Iowa.....	8,816	130	6,091	10,193	16,284	36 28	27 68
11	Kansas.....	4,004	107	2,206	2,469	4,675	38 43	30 64
12	Kentucky.....	5,521	110	...	...	5,521	...	...
13	Louisiana.....	864	90	805	611	1,476	50 00	50 00
14	Maine.....	4,283	112	1,904	4,094	5,998	34 28	15 16
15	Maryland.....	1,742	283	1,079	1,476	2,555	39 86	39 86
16	Massachusetts.....	5,305	168	1,028	7,421	8,449	93 65	34 14
17	Michigan.....	5,521	142	3,010	8,940	11,950	51 94	27 13
18	Minnesota.....	...	132	1,219	1,419	2,638	36 90	29 08
19	Mississippi.....	4,650	165	...	...	4,800	51 32	51 32
20	Missouri.....	6,879	...	5,821	3,803	9,624	42 43	31 43
21	Nebraska.....	1,863	85	1,016	1,176	2,222	39 60	33 80
22	Nevada.....	...	250	29	47	76	116 53	88 73
23	New Hampshire.....	2,406	106	527	3,266	3,823	40 78	23 84
24	New Jersey.....	1,480	193	907	2,224	3,131	65 92	36 61
25	New York.....	11,995	175	...	...	18,295	49 53	49 53
26	North Carolina.....	3,311	50	...	...	2,690	30 00	25 00
27	Ohio.....	14,543	140	9,789	12,110	21,899	41 00	29 00
28	Oregon.....	642	90	...	...	607	47 54	43 70
29	Pennsylvania.....	16,305	146	7,944	11,145	19,089	42 69	34 92
30	Rhode Island.....	719	179	112	646	758	75 72	41 97
31	South Carolina.....	2,081	120	1,439	935	2,374	33 78	32 06
32	Tennessee.....	3,949	...	3,254	364	3,618	32 04	32 04
33	Texas.....	1,842	210	...	...	2,207	57 00	57 00
34	Vermont.....	2,503	180	671	3,544	4,215	...	...
35	Virginia.....	3,696	165	2,134	1,323	3,757	32 00	32 00
36	West Virginia.....	2,857	80	2,443	639	3,082	34 00	28 89
37	Wisconsin.....	5,540	150	1,765	4,116	5,881	43 00	34 34
	TERRITORIES.							
38	Arizona.....	...	...	...	...	...
39	Colorado.....	180	111	107	134	241		
40	Dakota.....	100	...	...	...	...
41	District of Columbia.....	...	200	26	245	271		
42	Idaho.....	51	...	...	...	...
43	Montana.....	90	83	50	49	99		
44	New Mexico.....	164	...	...	...	106		
45	Utah.....	246	10	...	73	347		
46	Washington.....	196	...	...	...	...
47	Wyoming.....	8	...	...	...	7		
48	Indian.....	285	...	...	...	...

a Thirty count

TABLE 3.—SCHOOL AGE, POPULATION, AND ATTENDANCE.

Number	STATES.	Scholastic Age.	School population.			Number enrolled.	Average attendance.
				Males.	Females.		
1	Alabama.....	5-21	403,735	204,416	199,319	103,615	73,927
*2	Arkansas.....	5-21	194,314	.....	.....	.....	32,863
3	California.....	5-15	141,610	71,828	69,782	107,593	69,461
4	Connecticut.....	4-16	131,748	.....	.....	114,805	67,599
5	Delaware.....	5-21	47,825	.....	.....	18,790	.....
6	Florida.....	4-21	74,828	.....	.....	18,000	14,400
7	Georgia.....	6-18	343,635	174,333	169,302	76,157	32,240
8	Illinois.....	6-21	909,828	.....	.....	655,508	320,799
*9	Indiana.....	6-21	631,549	325,959	305,590	459,451	286,301
10	Iowa.....	5-21	491,344	252,485	238,859	347,572	204,204
11	Kansas.....	5-21	184,957	95,156	89,801	121,690	71,062
12	Kentucky.....	6-20	427,523	.....	.....	240,000	.....
13	Louisiana.....	6-21	280,384	.....	.....	57,433	34,000
14	Maine.....	4-21	225,179	.....	.....	122,442	103,548
15	Maryland.....	6-21	276,120	138,813	137,307	130,324	59,001
16	Massachusetts.....	5-15	287,000	.....	.....	283,872	202,882
17	Michigan.....	5-20	421,322	.....	.....	324,615	170,000
18	Minnesota.....	5-21	196,075	100,036	96,039	124,583	54,895
*19	Mississippi.....	5-21	317,264	.....	.....	148,780	125,000
20	Missouri.....	5-21	673,493	346,600	326,893	389,956	122,186
21	Nebraska.....	5-21	63,108	33,195	29,913	37,872	.....
22	Nevada.....	6-18	5,675	2,859	2,816	3,848	3,322
23	New Hampshire.....	4-21	73,554	38,529	35,025	69,874	47,759
24	New Jersey.....	5-18	286,444	142,430	144,014	179,443	87,840
25	New York.....	5-21	1,560,820	.....	.....	1,036,999	503,240
26	North Carolina.....	6-21	348,603	179,715	168,888	146,737	97,830
27	Ohio.....	6-21	991,708	506,506	485,202	704,018	407,917
28	Oregon.....	4-20	38,670	19,391	18,049	.....	15,329
29	Pennsylvania.....	6-21	1,200,000	.....	.....	834,020	511,418
30	Rhode Island.....	4-15	42,000	.....	.....	28,245	22,435
31	South Carolina.....	6-16	230,102	116,916	113,186	85,594	.....
32	Tennessee.....	6-18	427,443	.....	.....	169,679	.....
33	Texas.....	6-18	280,000	.....	.....	129,542	83,000
*34	Vermont.....	5-20	84,946	.....	.....	70,904	.....
35	Virginia.....	5-21	424,107	216,366	207,741	160,859	91,175
36	West Virginia.....	6-21	171,793	69,130	64,226	81,100	61,244
37	Wisconsin.....	4-20	436,001	222,590	213,411	281,708	180,185
TERRITORIES.							
38	Arizona.....	6-21	1,660	836	824	333	.....
39	Colorado.....	5-21	14,417	7,617	6,800	7,456	7,214
40	Dakota.....	5-21	7,500	.....	.....	3,500	.....
41	District of Columbia.....	6-17	31,071	14,971	16,700	16,770	13,000
42	Idaho.....	5-21	3,213	1,657	1,556	2,196	891
43	Montana.....	4-21	3,517	.....	.....	1,818	909
	New Mexico.....		23,000	.....	.....	7,102	.....
		4-16	27,178	13,590	13,588	15,839	11,663
	ngton.....	4-21	9,949	.....	.....	5,928	.....
		5-20	1,100	500	600	.....	.....
		6-16	10,923	.....	.....	9,026	.....

TABLE 4—RECEIPTS AND EXPENDITURES OF
SCHOOLS AND STATE SCHOOL FUNDS.

STATES.	Income from tax- ation for 1873.	Total income from all sources.	School Fund.
Alabama.....	.....	\$490,604	.....
Arkansas.....	\$367,378	405,464	\$55,000
California.....	1,423,719	2,551,779	1,417,500
Connecticut.....	1,203,842	1,442,667	2,043,375
Delaware.....	163,284	192,397	.....
Florida.....	75,000	116,219	281,785
Georgia.....	108,992	260,432	.....
Illinois.....	6,675,097	9,259,441	6,382,000
Indiana.....	1,482,279	3,681,773	8,395,135
Iowa.....	3,898,702	4,519,688	3,294,742
Kansas.....	931,958	1,863,098	3,017,589
Kentucky.....	838,000	963,121	1,628,123
Louisiana.....	493,845	678,373	.....
Maine.....	849,775	1,179,712	312,975
Maryland.....	1,093,721	1,398,607	315,370
Massachusetts.....	3,889,053	4,206,054	2,127,653
Michigan.....	2,561,133	3,939,528	3,124,471
Minnesota.....	814,891	1,093,706	2,907,624
Mississippi.....	1,089,685	1,242,308	1,950,000
Missouri.....	1,145,384	1,790,314	7,273,882
Nebraska.....	111,018	798,660	.....
Nevada.....	.....	.....	104,000
New Hampshire.....	434,150	502,527	.47,192
New Jersey.....	2,426,705	2,497,068	805,033
New York.....	10,305,397	11,256,895	3,029,513
North Carolina.....	212,363	408,794	2,187,564
Ohio.....	6,739,344	7,705,603	3,562,992
Oregon.....	71,152	230,611	452,724
Pennsylvania.....	7,548,149	8,248,149	.....
Rhode Island.....	556,250	601,361	45,000
South Carolina.....	449,968	449,968	.....
Tennessee.....	.....	.....	.....
Texas.....	1,092,915	1,144,534	.....
Vermont.....	415,432	532,110	.....
Virginia.....	850,000	1,023,000	1,500,000
West Virginia.....	693,059	778,991	305,849
Wisconsin.....	1,810,096	2,628,027	2,389,488
TERRITORIES.			
Arizona.....	4,942	5,849	.....
Colorado.....	137,557	257,557	.....
Dakota.....	22,000	22,000	.....
District of Columbia.....	220,514	220,514	.....
Idaho.....	20,129	33,013	.....
Indian.....	31,350	33,161	.....
Montana.....	.....	58,621	.....
New Mexico.....	12,885	127,447	.....
Utah.....	.....	.....	.....
Washington.....	12,000	17,000	.....
Woming.....	41,180	69,474	.....

CITIES.	Population.	Children of school age.	Children enrolled in schools.	CITIES.	Population.	Children of school age.	Children enrolled in schools.
New Jersey.							
Camden	30,000	8,236	6,399	Newport.....	19,521	2,625	2,104
Elizabeth.....	24,000	6,389	2,530	Providence....	68,904	....	9,000
Jersey City.....	100,000	30,758	19,574	South Carolina.			
Newark.....	120,000	30,045	15,090	Charleston.....	48,956	....	5,166
Paterson.....	40,000	11,684	9,357	Tennessee.			
Trenton.....	25,000	7,929	3,454	Memphis.....	50,000	13,393	5,205
New York.				Nashville.....	27,000	8,370	3,722
Brooklyn.....	450,000	156,000	77,350	Texas.			
Buffalo.....	150,000	38,000	21,211	Houston.....	9,382	2,971	....
Cohoes.....	22,000	9,504	2,600	Jefferson.....	12,000	1,500	500
New York.....	912,292	259,353	244,036	Vermont.			
Poughkeepsie.....	20,080	5,900	....	Burlington.....	14,378	3,114	825
Syracuse.....	50,326	16,180	8,014	Virginia.			
Troy.....	50,000	17,372	8,300	Norfolk.....	20,000	6,182	1,329
Ohio.				Petersburg.....	18,950	6,758	2,133
Akron.....	14,000	3,631	2,149	Richmond.....	51,038	18,086	5,325
Cincinnati.....	216,239	87,322	27,418	West Virginia.			
Cleveland.....	92,529	36,601	15,085	Wheeling.....	25,235	8,604	3,700
Columbus.....	40,149	10,514	6,216	Wisconsin.			
Dayton.....	30,473	13,407	5,194	Milwaukee.....	90,000	29,155	11,924
Toledo.....	44,000	10,860	6,603	Oshkosh.....	16,000	4,641	2,550
Pennsylvania.				Colorado Territory.			
Erie.....	30,000	5,900	3,700	Denver.....	18,000	1,943	1,013
Harrisburg.....	23,600	....	5,060				
Philadelphia.....	674,022	....	84,000				
Pittsburg.....	121,215	29,000	20,282				
Reading.....	38,950	8,000	5,835				
Scranton.....	45,000	6,000	3,666				

The above statistics, like those of the previous tables, are compiled from General Eaton's forthcoming report.

COLLEGES AND UNIVERSITIES IN THE UNITED STATES.

THE following list embraces the names of the colleges and universities in the United States, which we have collated from original sources, and arranged in alphabetical order. Among so many presiding officers, frequent changes necessarily occur, owing to deaths, resignations, and other causes. We shall thank our friends if they will give prompt notice of any such changes, and of any additions which this list may require from time to time. For the names of the theological, law, normal, and other schools which follow, we are indebted to General Eaton, U. S. Commissioner of Education, who has kindly furnished them for the ANNUAL, in advance of his forthcoming yearly Department Report.

ALABAMA.

		PRESIDENT.	FOUNDED.
Howard College.....	Marion	J. T. Murfee.....	1837
Huntsville Female College..	Huntsville.....	Rev. Geo. W. F. Price, M.A..	1853
Spring Hill College.....	Spring Hill.....	Rev. J. Montillot.....	1830
Synodical Female College...	Florence.....	Rev. W. H. Mitchell, D.D..	1846
Talladega College.....	Talladega.....	A. A. Safford.....	1869
Tuskegee Female College...	Tuskegee	Henry D. Moore.....	1854
University of Alabama.....	Tuscaloosa	Charles G. Smith.....	1831

ARKANSAS.

Arkansas University.....	Fayetteville	N. P. Gates (Acting Pres.)...	1872
Cane Hill College..	Boonsborough.....	Rev. F. Earle. Reorganized,	1868
St. John's College.....	Little Rock.....	O. C. Gray, A. M.....	1830

CALIFORNIA.

California College.....	Vacaville	A. S. Worrell, A.M.....	1871
College of St. Augustine....	Benicia.....	Rev. W. P. Tucker, A.M....	1868
Franciscan College.....	Santa Barbara.....	Rev. J. J. O'Keefe.....	1868
Hesperian College.....	Woodland.....	J. M. Martin.....	1861
Pacific Methodist College...	Santa Rosa.....	A. L. Fitzgerald.....	1861
St. Vincent's College.....	Los Angeles.....	Rev. James McGill.....	1867
Santa Clara College.....	Santa Clara.....	Rev. A. Varsi, S.J.. ..	1851
University College.....	San Francisco	Rev. W. Alexander, D.D....	1863
University of California.....	Berkeley.....	Daniel C. Gilman.....	1869
University of Pacific.....	San Jose.....	Rev. A. S. Gibbons, A. M...	1852

CONNECTICUT.

	PRESIDENT.	FOUNDED.
Trinity College.....	Hartford.....	Bishop Williams, Chancellor. 1823
Wesleyan University.....	Middletown.....	Rev. John Cummings..... 1831
Yale College.....	New Haven.....	Rev. Noah Porter, LL.D. 1700

DELAWARE.

Delaware College.....	Newark.....	Wm. H. Purnell, A.M. 1869
Wesleyan Female College...	Wilmington	Rev. John Wilson, A.M. 1851

DISTRICT OF COLUMBIA.

Columbian University	Washington.....	James C. Welling, LL.D....
Georgetown College.....	Georgetown.....	Rev. P. F. Healy..... 1789
Gonzaga College.....	Washington.....	Rev. J. Clark..... 1848
Howard University.....	Washington.....	M. Langston (Acting Pres.).. 1866

FLORIDA.

The State Superintendent of Public Instruction writes us that there are two Seminaries in Florida, called East and West Seminaries, one in Gainsville, and one in Tallahassee, organized in 1843, and sustained in part by a grant of lands from the United States Government. They have in attendance an average of one hundred students each.

GEORGIA.

Atlanta University.	Atlanta	Edmund A. Ware, A.M. 1869
Bowdon College.	Bowdon.....	Rev. F. H. Henderson..... 1856
Emory College	Oxford.....	Rev. O. L. Smith, D.D. 1838
Ga. State Coll. Agriculture..	Athens.....	Wm. LeRoy Brown..... 1866
Hamilton Female College..	Hamilton.....	J. H. Lovelace..... 1834
Le Vert College.....	Talbotton.....	Rev. Victor E. Manget.... 1856
Mercer University.....	Macon	Rev. A. J. Battle, D.D. 1838
Monroe Female College....	Forsyth.....	Richard T. Asbury, A. M.... 1850
Savannah Medical College..	Savannah.....	Josiah Harriss, M.D. 1853
University of Georgia.....	Athens.....	A. A. Lipscomb, D.D., LL.D. 1801
Wesleyan Female College...	Macon.....	Rev. Edward H. Myers, D.D. 1839

ILLINOIS.

Abingdon College.....	Abingdon.....	J. W. Butler, A.M. 1855
Almira College.....	Greenville	Rev. John B. White..... 1859
Augustana College.....	Paxton.....	Rev. T. N. Hasselquist 1860
Blackburn University	Carlinville.....	Rev. John W. Bailey, D.D. 1849
Illinois College.....	Jacksonville.....	J. M. Sturtevant, LL.D.... 1830
Illinois Industrial University.	Champaign .....	..... 1867
Illinois Soldiers' College....	Fulton	Leander H. Potter, A. M.... 1866
Illinois Wesleyan University.	Bloomington	Gen. Samuel Fallows..... 1851
Knox College.....	Galesburg.....	Hon. Newton B. ...
Lombard University.....	Galesburg.....	Rev. Wm. Liver...
McKendree College	Lebanon.....	Rev. J. W. Lc
Monmouth College.....	Monmouth.....	David A. Walls
Northwestern University....	Evanston.....	C. H. Fowler,

		PRESIDENT.	FOUNDED.
Quincy College.....	Quincy.....	E. W. Hall.....	1854
St. Ignatius College.....	Chicago.....	Rev. S. Coosemans.....	1869
Shurtleff College.....	Upper Alton.....	Rev. A. A. Kendrick, D.D.	1834
University of Chicago.....	Chicago.....	Rev. Lemuel Moss, D.D.	1859
Westfield College.....	Westfield.....	Rev. Samuel B. Allen, A.M.	1865
Wheaton College.....	Wheaton.....	Rev. Jonathan Blanchard....	1858

INDIANA.

Asbury University.....	Greencastle..	Rev. Reuben Andrus, D.D.	1835
De Pauw Female College...	New Albany.....	Rev. Erastus Rowley, D.D.	1845
Earlham College.....	Richmond.....	Joseph Moore, A.M.	1859
Fort Wayne College.....	Fort Wayne.....	Rev. R. D. Robinson.....	1825
Franklin College.	Franklin.....	W. T. Stott, A.M.	1846
German Lutheran College...	Fort Wayne.....	Rev. W. Lihler, Ph.D.	1849
Hartsville University.....	Hartsville.....	Rev. David Shuck, A.M.	1850
Indiana University.....	Bloomington.....	Rev. Cyrus Nutt, D.D.	1828
Northwestern University...	Indianapolis	Rev. O. A. Burgess, A.M.	1850
St. Meinrad's College.....	St. Meinrad.....	Rev. J. Hobie.....	1861
Union Christian College....	Merom.....	Rev. Thomas Holmes, D.D.	1859
University of Notre Dame..	Notre Dame.	Rev. A. Lemonnier.....	1842
Wabash College.....	Crawfordsville.....	Rev. Joseph F. Tuttle, D.D.	1843

IOWA.

Burlington University.....	Burlington	L. E. Wortman, A.B.	1852
Central University.....	Pella	Rev. L. A. Dunn.....	1853
Cornell College.....	Mt. Vernon.....	Rev. William F. King, D.D.	1857
Iowa College.....	Grinnell.....	Rev. George F. Magoun....	1847
Iowa State Agricultural Col. Ames.....	A. S. Welch, A.M.		1866
Iowa State University.....	Iowa City.....	George Thacher.	1855
Iowa Wesleyan University..	Mt. Pleasant.....	Rev. John Wheeler, D.D.	1835
Simpson Centenary College.	Indianola.....	Rev. Alexander Burns, D.D.	1867
Tabor College.....	Tabor.....	Rev. Wm. M. Brooks.....	1866
Upper Iowa University....	Fayette.....	Rev. R. Norton, A.M.	1858
Whittier College.....	Salem.....	Henry Dorland.....	1867

KANSAS.

Baker University.....	Baldwin City.....	S. S. Weatherby, A.M.	1857
Highland University.....	Highland	Rev. T. H. Dinsmore, A.M.	1870
Lane University.....	Lecompton.....	N. B. Bartlett	1865
State University.....	Lawrence.....	John Fraser, A.M.	1864
St. Benedict's College.....	Atchison.....	Rev. Giles Christoph.	1859
Washburn College.....	Topeka.....	Rev. P. McVickar, D.D.	1865

KENTUCKY.

Berea College.....	Berea.....	Rev. E. H. Fairchild.....	1865
Bethel College.....	Russellville.....		1854
Cecilian College.....	Cecilian.....	H. A. Cecil.....	1860
Danville College.....	Danville	Ormond Beatty, LL.D.	1819
Richmond University.....	Richmond.....	Rev. B. Pratt....	1874

	PRESIDENT.	FOUNDED.
Georgetown College.....	Rev. Basil Manly, Jr., D.D.	1829
Kentucky Military Institute. Frankfort.....	R. D. Allen, Sup't.	1874
Kentucky University.....	Henry H. White, A.M.	1855
St. Mary's College.....	Rev. L. Elena, LL.D.	1820
Warren College	Bowling Green.....	Rev. J. G. Wilson.....
Wesleyan University.....	Millersburg	John Darby, A.M.....
		1872

LOUISIANA.

Centenary College	Jackson	Rev. C. G. Andrews, A.M..	1825
Leland University.....	New Orleans.....	Rev. S. B. Gregory.....	1873
New Orleans University....	New Orleans.....	Rev. J. L. Leavitt, A.M.....	1873
State University.....	Baton Rouge.....	David F. Boyd..	1860
St. Charles' College.....	Grand Coteau.....	Rev. J. Roduit, S.J.	1837
St. Mary's Jefferson College.	St. James.....	Rev. Father Bigot.....	1834
Straight University.....	New Orleans.....	S. S. Ashley (acting).....	1869

MAINE.

Bates College	Lewiston.....	Rev. Oren B. Cheney, D.D..	1863
Bowdoin College.....	Brunswick.....	Joshua L. Chamberlain, LL.D.	1794
Colby University.....	Waterville	Rev. Henry Robbins, D.D..	1820

MARYLAND.

Calvert College.....	New Windsor.....	(Closed) ..	1852
Frederick College.....	Frederick City.....	G. C. Deaver, A.M.....	1796
Loyola College.....	Baltimore.....	Rev. S. A. Kelly, S.J.....	1852
Mount St. Mary's College.	Emmitsburg	V. Rev. John McCaffrey, D.D.	1830
Rock Hill College.....	Ellicott City.....	Rev. Brother Bettelen	1857
St. Charles' College.....	Ellicott City.....	Rev. S. Ferte, D.D.....	1831
St. John's College.....	Annapolis.....	James M. Garnett.....	1784
St. Mary's College.....	Annapolis.....	Rev. Augustine M. Fretay...	1853
Washington College.....	Chestertown.....	W. J. Rivers	1782
Western Maryland College.	Westminster.....	Rev. J. T. Ward.....	1868

MASSACHUSETTS.

Amherst College.....	Amherst	Rev. W. A. Stearns, LL.D..	1821
Boston College.....	Boston.....	Rev. Robert Fulton.....	1864
Boston University.....	Boston.....	Rev. Wm. F. Warren, D.D..	1872
College of the Holy Cross..	Worcester.....	Joseph B. Hagan	1843
Harvard University.....	Cambridge	Charles W. Elliot, LL.D..	1636
Tufts College	College Hill.....	Alonzo A. Miner, D.D.....	1852
Williams College.....	Williamstown.....	P. A. Chadbourne, LL.D..	1793

MICHIGAN.

Adrian College.....	Adrian.....	Rev. G. B. McElroy, D.D..	1857
Albion College.....	Albion.....	Rev. G. B. Jocelyn, D.D..	1860
Hillsdale College.....	Hillsdale.....	Rev. Dan'l M. Graham, D.D.	1855
Hope College.....	Holland.....	Philip Phelps, Jr.....	1863
Michigan.....	Kalamazoo.....	Rev. Kendall Brooks, D.D..	1855
	Olivet.....	J. H. Hewitt, A.M.....	1859
Michigan.....	Ann Arbor.....	James B. Angell, LL.D.....	1841

MINNESOTA.

		PRESIDENT.	FOUNDED.
Carleton College.....	Northfield.....	Rev. James W. Strong, D.D.	1866
St. John's College.....	St. Joseph.....	Rev. A. Edelbrook.....	1867
University of Minnesota.....	Minneapolis.....	Wm. W. Folwell, M. A.....	1851

MISSISSIPPI.

Jefferson College.....	Washington.....	J. S. Raymond	1802
Madison College	Sharon.....	(Temporarily suspended)....	1851
Mississippi College.....	Clinton.....	Rev. W. S. Webb.....	1851
Tougaloo University.....	Tougaloo.....	J. R. Nutting	1871
University of Mississippi....	Oxford.....	Rev. J. Waddel, D.D.....	1844

MISSOURI.

Central College.....	Fayette.....	Rev. J. C. Wills.....	1854
Col. of Christian Brothers..	St. Louis.....	Rev. Brother James.....	1859
Drury College.....	Springfield.....	Nathan J. Morrison.....	1873
Grand River College.....	Edinburgh	John E. Vertrees.....	1858
Hannibal College.....	Hannibal.....	Rev. L. Baier, A.M.....	
Johnson College.....	Macon City.....	(Consolidated with Quincy College, at Quincy, Ill)....	1865
Lewis College.....	Glasgow	Rev. James Hall, A.M.....	1865
Lincoln College.....	Greenwood.....	Rev. Randall Ross, A.M... .	1868
McGee College.....	College Mound.....	J. B. Mitchell, D D.....	1834
St. Joseph's College	St. Joseph.....	Brother Agatho.....	1867
St. Louis University.....	St. Louis.....	J. G. Zealand, S.J	1832
St. Paul's College.....	Palmyra.....	J. A. Wainwright, A.M.....	1848
St. Vincent's College.....	Cape Girardeau.....	Rev. A. Verrina.....	1844
University of Missouri.....	Columbia	Daniel Read, LL.D.....	1840
Washington University.....	St. Louis.....	Rev. W. G. Eliot, D.D.....	1857
Westminster College.....	Fulton.....	Rev. A. L. Rice, D.D.....	1852
William Jewell College.....	Liberty.....	Rev. W. R. Rothwell.....	1849

NEBRASKA.

Nebraska College.....	Nebraska City.....	Rev. John McNamara, D.D .	1865
University of Nebraska.....	Lincoln.....	Allen R. Benton, LL.D.....	1869

NEW HAMPSHIRE.

Dartmouth College.....	Hanover.....	Rev. Asa D. Smith, D.D., LL.D.	1769
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NEW JERSEY.

Burlington College.....	Burlington	Right Rev. W. H. Odenhei- mer, D.D.....	1846
Rutgers College.....	New Brunswick.....	Rev. W. H. Campbell, D.D., LL.D.....	1770
The College of New Jersey.	Princeton	Rev. Jas. McCosh, D.D., LL.D.	1746
Seton Hall.....	South Orange.....	Rev. M. A. Corrigan, D.D... .	1856
Stevens Technological Inst.....		J. H. Mayer.....	1870

NEW MEXICO.

Santa Fé University.....	Santa Fé.....	D. F. M. Farland.....	1870
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NEW YORK.

		PRESIDENT.	FOUNDED.
Alfred University.....	Alfred Centre.....	Rev. Jonathan Allen, A.M.	1857
Brooklyn Collegiate and Polytechnic Inst.....	Brooklyn.....	D. H. Cochran, LL.D.	1855
Canisius College.....	Buffalo.....	Henry Behrens, S.J.	1870
College of St. Francis Xavier.	New York City.....	Rev. H. Hudon, S.J.	1847
Columbia College.....	New York City.....	F. A. P. Barnard, D.D.,LL.D.	1754
Hamilton College.....	Clinton.....	Rev. S. G. Brown, D.D.,LL.D.	1812
Hobart College.....	Geneva.....	Rev. M. Van Rensselaer, D.D.	1822
Madison University.....	Hamilton.....	Ebenezer Dodge, D.D.,LL.D.	1820
Manhattan College.....	New York City.....	Brother Paulian.....	1863
St. Bonaventure College.....	Alleghany	Rev. R. F. Theophile.....	1859
St. Francis College.....	Brooklyn.....	Brother Peter.....	
St. John's College.....	Fordham.....	Rev. Joseph Shea.....	1840
St. Joseph's College.....	Buffalo.....	Rev. Brother Frank.....	1861
St. Lawrence University.....	Canton.....	A. G. Gaines.....	1856
St. Stephen's College.....	Annandale.....	Rev. Robert B. Fairbairn....	1860
Syracuse University.....	Syracuse.....	Rev. E. O. Haven, D.D.	1871
The College of New York.	New York City.....	Alex. Stewart Webb, LL.D.	1868
The Cornell University.....	Ithaca.....	Andrew D. White, LL.D.	1868
Union College.....	Schenectady.....	Rev. E. N. Potter, D.D.	1795
University of City of New York.....		Howard Crosby, LL.D.	1830
University of Rochester.....	Rochester.....	Martin B. Anderson, LL.D.	1850
Vassar College.....	Poughkeepsie.....	J. H. Raymond, LL.D.	1861
Wells College.....	Aurora.....(Vacant)		1868

NORTH CAROLINA.

Davidson College.....	Davidsonville.....	J. R. Blake, M.A.....	1837
North Carolina College.....	Mt. Pleasant.....	Rev. L. A. Beckle, A.M.....	1859
Rutherford College.....	Happy Home.....	Rev. R. L. Abernethy, A.M.	1870
Trinity College.....	Trinity.....	Rev. B. Craven, D.D.....	1852
University of North Carolina.	Chapel Hill.....	Solomon Pool.	1789
Wake Forest College.....	Forestville	Rev. W. W. Wingate, D.D.	1835

OHIO.

Antioch.....	Yellow Springs.....		1853
Baldwin University.	Berea.....	W. D. Godman, D.D.....	1855
Buchtel College.....	Akron.....	Rev. S. H. McCollester, A.M.	1870
Capital University.....	Columbus.....	Rev. J. A. Schulze	
Denison University.....	Granville.....	Rev. F. O. Marsh (acting) ..	1831
Farmer's College.....	College Hill.....	J. S. Lowe.....	1852
Franklin College.....	New Athens.....	A. F. Ross, LL.D.....	1825
German Wallace College....	Berea.	Rev. William Nast, D.D.	1863
Heidelberg College.....	Tiffin.....	Rev. G. W. Willard, D.D.	1850
Hiram College.....	Hiram.....	B. A. Hinsdale, A.M.....	1867
Huron College.....	Gambier.....	Eli T. Tappan, A.M.....	1826
Kenyon College.....	Marietta.....	Rev. J. W. Andrews.....	1835
Ohio College.....	Bloomfield.....	Rev. Wm. Ballantine.....	1873

	PRESIDENT.	FOUNDED.
Miami University.....	Oxford.....(Suspended).....	1816
Mount Union College.....	Mt. Union	Rev. O. N. Hartshorn, LL.D. 1858
Muskingum College	New Concord.....	Rev. David Paul, D.D.....1837
Oberlin College.....	Oberlin.....	Rev. James H. Fairchild....1833
Ohio Central College.....	Iberia.....	E. F. Reid.....1854
Ohio German Ref. University.	Hartville.....	Rev. J. E. Morter, D.D.....1850
Ohio University.....	Athens.....	Rev. W. H. Scott, A.M.....1804
Ohio Wesleyan University..	Delaware.....	Rev. John P. Lacroix, M.A.....1843
One Study University.....	Newmarket Station..	A. D. Lee, A.M.....1856
Otterbein University.....	Westerville.....	Rev. H. A. Thompson, D.D.1847
Richmond College.....	Richmond.....	L. W. Ong, A.M.....1835
St. Xavier College.....	Cincinnati.....	Rev. Leopold Bushart.....1832
University of Wooster.....	Wooster.....	Rev. A. A. Taylor, D.D.....1870
Urbana University.....	Urbana.....	Rev. F. Sewall, A.M.....1851
Western Reserve College..	Hudson.....	Carroll Cutler, D.D.....1826
Wilberforce University.....	Xenia.....	D. A. Payne, D.D.....1863
Wilmington College.....	Wilmington.....	Lewis A. Estes.....
Willoughby College.....	Willoughby.....	L. T. Kirk.....1864
Wittenberg College.....	Springfield.....	Rev. Samuel Sprecher, D.D.1844
Xenia College.....	Xenia.....	William Smith, A. M.....1850

OREGON.

Christian College.....	Monmouth.....	T. F. Campbell.....
Cowallis College.....	Cowallis	B. L. Arnold..... 1868
McMinville College.....	McMinville.....	Mark Bailey, A. M.....1859
Pacific University.....	Forest Grove	Rev. S. H. Marsh, D.D. ....1859
Willamette University.....	Salem.....	T. M. Gatch, A.M.....1853

A State University is being built at Eugene.

PENNSYLVANIA.

Allegheny College.....	Meadville.....	Rev. George Loomis, D.D...1815
Avery College.....	Allegheny City.....(Suspended).....	1849
Dickinson College.....	Carlisle.....	Rev. Jas. A. McCauley, D.D.1783
Franklin and Marshall Coll..	Lancaster.....	Rev. John W. Nevin, D.D..1853
Haverford College.....	West Haverford....	Samuel W. Gummere, A.M..1832
Lafayette College.....	Easton.....	Rev. William C. Cattell, D.D.1826
Lebanon Valley College....	Annville.....	L. H. Hammond.....1867
Lehigh University.....	South Bethlehem....	Henry Coppee, LL.D.....1866
Lincoln University.....	Lower Oxford.....	Rev. I. N. Rendall, D.D....1834
Maimonides College.....	Philadelphia.....	Rev. M. Jostrow.....1868
Mercersburg College.....	Mercersburg.....	Rev. E. G. Higbee, D.D....1865
Muhlenberg College.....	Allentown.....	Rev. F. A. Muhlenberg, D.D.1867
Palatinate College.....	Myerstown.....	Rev. Geo. W. Aughinbach, A.M.1868
Pennsylvania College.....	Gettysburg.....	M. Valentine, D.D.....1832
Girard College.....	Philadelphia.....	Wm. H. Allen, LL.D.....1831
St. Joseph's College.....	Philadelphia.....	Rev. Jos. Ardia.....1852
St. Vincent's College.....	Latrobe.....	Rt. Rev. B. Wimmer.....1846
Swarthmore College.....	Swarthmore.....	E. H. Magill, A. M.....1868
The Moravian College	Bethlehem.....	Rev. E. de Schweinitz .....1807

	PRESIDENT.	FOUNDED.
University of Lewisburg.....Lewisburg.....	Rev. Justin R. Loomis, LL.D.	1847
University of Pennsylvania.....Philadelphia.....	C. J. Stille, LL.D., Provost.	1749
Ursinus College.....Freeland.....	Rev. J. H. A. Bomberger, D.D.	1869
Washington College.....Washington.....	Rev. George P. Hays, D.D.	1802
Waynesburg College.....Waynesburg.....	A. B. Miller, D.D.	1850
Western University of Penn.....Pittsburg.....	George Woods, LL.D.	1819
Westminster College.....New Wilmington....	Rev. E. T. Jeffers, D.D.	1852

RHODE ISLAND.

Brown University.....	Providence.....	Rev. E. Robinson, LL.D.	1764
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SOUTH CAROLINA.

Clafin University.....Orangeburg.....	Rev. A. Webster, D.D.	1869
College of Charleston.....Charleston	N. Russell Middleton.....	1785
Furman University.....Greenville.....	James C. Furman, D.D.	1851
Mt. Zion College.....Winnboro.....	R. H. Clarkson.....	.....
Newberry College.....Walhalla	Rev. J. P. Smeltzer, D.D.	1858
University of South Carolina.....Columbia	Annual Chairman of Faculty..	1806
Wofford College.....Spartanburg.....	Rev. A. M. Shipp, D.D.	1851

TENNESSEE.

Central Tennessee College.....Nashville.....	Rev. J. Braden.....	1866
Cumberland University.....Lebanon.....	N. Green, Chancellor.....	1842
East Tennessee University.....Knoxville.....	Rev. T. W. Humes.....	1792
East Tenn. Wesley Univ.....Athens.....	Rev. J. Dean, D.D.	1867
Fisk University.....Nashville.....	A. R. Spence.....	1867
King College.....Bristol.....	Rev. J. D. Tadlock.....	1868
Mary Sharp College.....Winchester.....	Z. C. Graves, LL.D.....	1849
Maryville College.....Maryville	Rev. P. Mason Bartlett.....	1819
Stewart College.....Clarksville.....	Rev. J. B. Shearer, D.D.	1856
The University of the South.....Sewanee.....	G. Gorgas, Vice-Chancellor ..	1860
Union University.....Murfreesborough...	Rev. Charles Manly, D.D.	1848
University of Nashville.....Nashville	E. Kirby Smith.....	1785
West Tenn. College.....Jackson.....	Rev. E. L. Patton.....	1844

TEXAS.

Baylor University.....Independence.....	Rev. W. C. Crane, D.D., LL.D.	1845
Douglassville College.....Douglassville.....	T. A. H. Gromberry.....	1871
Henderson College	Henderson.....	O. H. Cooper.....
Mansfield College.....Mansfield.....	Rev. John Collier.....	1868
Marvin College.....Waxahachie.....	Rev. J. M. Pugh.....	1869
Solado College.....Solado.....	J. L. Smith, A.M.....	1869
St. Joseph's College.....Brownsville.....	F. Molloy.....	1869
Texas Military Institute....Austin.....	Col. J. G. James	1868
Trinity University.....Tehuacana.....	W. E. Beeson, D.D.....	1869
University of St. Mary.....Galveston.....	Brother Boniface.....	1854
Waco University	Rev. R. C. Burleson, D.D.	1857

UTAH.

University of Deseret.....Salt Lake City.....	J. R. Peck, M.D.....	1869
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VERMONT.

		PRESIDENT.	FOUNDED.
Middlebury College.....	Middlebury.....	Rev. Henry Smith, D.D.....	1795
Norwich University.....	Northfield.....	Rev. M. Douglass, D.D.....	1834
University of Vermont.....	Burlington	Matthew H. Buckingham, A.M.....	1791

VIRGINIA.

College of William and Mary..	Williamsburg.....	Benjamin S. Ewell.....	1693
Emory and Henry College..	Emory.....	Rev. E. E. Wiley.....	1837
Hampden Sidney College..	Hampden Sidney	Rev. J. M. P. Atkinson, D.D.....	1776
Randolph Macon College..	Ashland.....	Rev. James A. Duncan, D.D.....	1830
Richmond College.....	Richmond.....	B. Puryear, Chairman Faculty....	
Roanoke College.....	Salem.....	Rev. D. F. Bittle, D.D.....	1853
University of Virginia.....	Charlottesville.....	J. Harrison, M.D., Chairman of Faculty.....	1819
Virginia Military Institute..	Lexington	F. H. Smith.....	1839
Washington and Lee Univ...	Lexington	G. W. Custis Lee.....	1782

WEST VIRGINIA.

Bethany College.....	Bethany.....	W. K. Pendleton.....	1841
St. John's College.....	Prairie du Chien....	Brother Oliver.....	1865
St. Vincent's College.....	Wheeling	Rev. A. Lonage.....	1865
West Virginia College.....	Flemington.....	Rev. W. Colgrave.....	1868
West Virginia University...	Morgantown.....	Rev. Alexander Martin, D.D.....	1867

WISCONSIN.

Beloit College.....	Beloit.....	Rev. A. L. Chapin, D.D	1847
Galesville University.....	Galesville	Rev. H. Gilliland, D.D.....	1859
Lawrence University.....	Appleton.....	Rev. George M. Steele, D.D.....	1847
Milton College.....	Milton	Rev. W. C. Whitford.....	1867
Northwestern University	Watertown.....	Rev. Augustus F. Ernst.....	1865
Pio Nono College.....	St. Francis Station..	Rev. J. Salzman, D.D.....	1871
Racine College.....	Racine.....	Rev. James DeKoven, D.D.....	1852
Ripon College.....	Ripon	Rev. Wm. E. Merriman.....	1863
University of Wisconsin.....	Madison	J. H. Twombly, D.D.....	1848

WASHINGTON TERRITORY.

Holy Angels College.....	Rev. L. D. Schram.....	1872
University of Washington...	E. K. Hill.....	1861

SCHOOLS OF THEOLOGY IN THE UNITED STATES.

ALABAMA.

Name.	Location.	Organized.	Denomination.	President.
Howard Col. School of Theo..	Marion.....	.....	Baptist.....	J. T. Murfee.

CALIFORNIA.

Pacific Theological Sem....	Oakland.....	1866..Congrega.....	Rev. J. A. Benton, D.D., senior professor.
Theo. Semi.....	San Francisco.....	1871..Presbyt.....	Rev. W. Alexander, D.D.

CONNECTICUT.

Theo. Inst. of Connecticut...	Hartford.....	1834..Congrega.....	Rev. W. Thompson, D.D., senior professor.
Berkeley Divinity School....	Middletown.....	1854..Prot. Episo.....	Rev. J. Williams, LL.D., dean.
Theo. Dpt. Yale Coll.....	New Haven.....	1822..Congrega.....	Rev. Noah Porter, LL.D.

ILLINOIS.

Theo. Dpt. Shurtleff Coll....	Alton.....	.....Baptist.....	Rev. A. A. Kendrick, D.D.
Theo. Dpt. Blackburn Univ..	Carlinville.....	1867..Presbyt.....	Rev. Jno. W. Bailey, D.D.
Baptist Union Theo. Semi...Chicago.....	1867	.....Baptist.....	Rev. G. W. Northrup, D.D.
Chicago Theo. Semi.....Chicago.....	1865..Congrega.....	.....(Faculty on an equality).	
Presbyt. Theo. Semi. of..Chicago.....	1858..Presbyt.....	.....Professors, in rotation.	
	Northwest.		
Biblical Dpt. of Eureka Coll..Eureka.....	1864..Christian.....	A. M. Weston, A. M.	
Garrett Biblical Institute....Evanston.....	1855..Methodist Episo...	Has no president.	
United Presbyt. Theo. Semi..Monmouth.....	1839..United Presbyt....	Rev. Alex. Young, D.D., LL.D.	
of Northwest,			
Augustana Theo. Semi.....Paxton.....	1860..Evangelical Luth..	Rev. T. N. Hasselquist, D.D.	
Jubilee College.....Robin's Nest....	1841..Protestant Episo..	H. J. Whitehouse, D.D., LL.D.	

INDIANA.

Theo. Sch'l of Hartsville Univ.Hartsville.....United Brethren..	Rev. David Shuck, A. M.
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IOWA.

Wartburg Seminary.....	Casstown.....	1857..Lutheran.....	Prof. Sigmund Fritschel.
German Presbyt. Theo..Dubuque1870..Presbyt.....	Rev. Jacob Couzett.
School of Northwest.			
Swedish Lutheran Miss.Inst..Keokuk.....	.....1873..Lutheran.....	.....
Dpt. of Theo. of Iowa Wes.. Mt. Pleasant .....	.....1865..Methodist Episo..	.....	Rev. J. Wheeler, D.D.
leyan Univ.			

KENTUCKY.

St. Joseph's Semi. and Coll.. Bardstown	1819..Roman Catholic..	Rev. M. M. Coghlan.
Danville Theo. Semi.....	Danville.....	1858..Presbyt.....
		S. Yerkes, senior prof.
Western Baptist Theo. Inst.. Georgetown.....	.....	.....Baptist.....
		Rev. B. Manly, Jr., D.D.
Bible Coll. of Kentucky Univ.. Lexington.....	.....1865..Christian.....	Rev. R. Milligan, A.M.
Theo. School of Bethel Coll.. Russellville.....	1868..Baptist.....	Dr. W. W. Gardner.

LOUISIANA.

Biblical Dpt. New Orleans..New Orleans....	1873..Methodist.....	Rev. I. S. Leavitt, A. M.
Univ.		

MAINE.

Name.	Location.	Organization.	Denomination.	President.
Bangor Theo. Semi.....	Bangor.....	1820..Congrega.....	Rev. E. Pond, D.D.	
Theo. School of Bates Coll....	Lewiston.....	1870..Free Baptist.....	Rev. O. B. Cheney, D.D.	

MARYLAND.

St. Mary's Semi.....	Baltimore.....	1791..Catholic.....	Very Rev. I. P. Dubreul, D.D.
Theo. Dpt. of Mt. St. Mary'a. Emmettburg.....		Roman Catholic...	Rev. J. McCaffrey, D.D. Coll.
Woodstock Coll.....	Woodstock	1868..Roman Catholic...	Rev. A. M. Paresce, S. J.

MASSACHUSETTS.

Andover Theo. Semi.....	Andover.....	1808..Congrega.....	Rev. J. L. Taylor.
Boston Univ. School of Theo. Boston.....		1847..Meth. Episcopal...	Rev. Jas. E. Latimer, D.D., dean.
Divinity School of Harvard..	Cambridge.....	1816..Undenom.....	Rev. C. W. Eliot, LL.D. Univ.
Episc. Theo. School.....	Cambridge.....	1867..Episcopal.....	Rev. J. S. Stone, D.D., dean.
Tufts Coll. Divinity School..	College Hill...	1867..Universalist	Rev. A. A. Miner, D.D.
Newton Theo. Inst.....	Newton.....	1825..Baptist.....	Rev. Alvah Hovey, D.D.
New Church Theo. School...	Waltham	1866..New Jerusalem...	Rev. Thomas Worcester.

MICHIGAN.

Theo. Dpt. Adrian Coll.....	Adrian.....	Methodist.....	
Theo. Dpt. Hillsdale Coll....	Hillsdale.....	1870..Free-Will Baptist..	Rev. Daniel M. Graham, D.D.

MINNESOTA.

Augsburg Semi.....	Minneapolis.....	1869..Evangelical Luth..	Rev. A. Weenaas, A. M.
Theo. Dpt. St. John's Coll...St. Joseph.....		1866..Catholic.....	Alexius Edelbrook.

MISSOURI.

St. Vincent's Coll.....	Cape Girardeau...1844..Catholic.....	Very Rev. A. Verrina, C.M.	
Theo. School of Westminster.Fulton.....		Presbyt.....	Rev. Nat'n L. Rice, D.D. Coll.
Jeremiah Vardeman School ..Liberty	1869..Baptist.....	Rev. Thomas R., LL.D.	
of Theo.,(Wm. Jewell Coll.)			
German Concordia Coll....St. Louis.....	1839..Evangelical Luth..	C. F. W. Walther.	

NEBRASKA.

Theo. School Nebraska Coll..Nebraska City....Prot. Episcopal...	Rev. John McNamara, D.D.	
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NEW JERSEY.

Drew Theo. Semi.....	Madison.....	1867..Methodist.....	Rev. John F. Hurst, D.D.
Ger. Theo. School of Newark..	Bloomfield.....	1869..Presbyt.....	Rev. Charles E. Knox.
Theo. Semi. of Reformed Ch..	New Brunswick..1810..Reformed Church,	David D. Demerest, prof.	secretary of faculty.
Theo. Semi. of Presbyt. Ch..Princeton.....	1812..Presbyt.....	Rev. Chas. Hodge, D.D.	senior prof., librarian.

NEW YORK.

Theo. Semi. of Auburn.....	Auburn	1820..Presbyt.....	Rev. E. A. Huntington.
Dr. Talmage's Lay School...	Brooklyn.....	Congrega.....	
Martin Luther Coll.	Buffalo.....	1863..Lutheran.....	Rev. J. A. A. Grabau.
St. Lawrence Theo. School..Canton.....		1858..Universalist.....	Rev. Eben. Fisher, D.D.
DeLancey Divinity School..Geneva.....		1860..Episcopalian	Rev. Jas. Rankin, D.D., rector.
Hamilton Theo. Semi.....	Hamilton.....	1820..Baptist.....	Rev. Eben. Dodge, D.D., LL.D., senior prof.

Name.	Location.	Organization.	Denomination.	President.
Hartwick Semi.....	Hartwick Sem...	1816..	Lutheran.....	Rev. T. T. Titus, A. M., professor.
Newburg Theo. Semi.....	Newburg	1804..	United Presbyt....	Jas. Harper, acting pres.
General Theo. Semi. of Episc. New York.....	1817..	Prot. Episcopal...	Rev. G. F. Seymour, D. D. Church.	
House of the Evangelists....	New York.....	1870..	Non-sectarian....	Rev. S. H. Tyng, Jr., D.D.
Union Theo. Semi.....	New York...	1836..	Presbyt.....	Rev. Wm. Adams, D.D., LL.D.
Semi. of our Lady of Angels..	Niagara City.....	1856..	Roman Catholic...	Rev. Robert E. V. Rice, C. M.
Rochester Theo. Semi.....	Rochester.....	1850..	Baptist.....	Rev. August. H. Strong, D.D.
St. Joseph's Provincial Semi. Troy.....	1864..	Roman Catholic...	Very Rev. Hen. Gabriels.	

NORTH CAROLINA.

Trinity Coll. Theo. Dpt.....Trinity College...1866..Meth. Epis. South. Rev. B. Craven, D. D.

OHIO.

German Methodist Semi....	Berea.....	1864..	Meth. Episcopal...	Rev. W. Nast, D.D.
Theo. Semi. of St. Charles..	Carthagens.....	1860..	Roman Catholic...	Rev. Henry Drees, D. D. Borromeo.
Lane Theo. Semi.....	Cincinnati.....	1829..	Presbyt.....	L. J. Evans, professor.
Mt. St. Mary's of the West...	Cincinnati.....	1851..	Roman Catholic...	Rev. E. J. Pabisch, LL.D.
St. Mary's Theo. Semi.....	Cleveland.....	1849..	Roman Catholic...	Rev. N. A. Moes.
Theo. Semi. of Lutheran..	Columbus.....	1830..	Lutheran.....	Rev. W. F. Lehmann. Joint Synod of Ohio.
Union Biblical Semi.....	Dayton.....	1871..	United Brethren..	Rev. Lewis Davis, D.D.
Theo. Dpt. Oberlin Coll.....	Oberlin.....	1833..	Congrega.....	Rev. Jas. H. Fairchild, D.D.
Theo. Dpt. Wittenberg Coll..	Springfield..	1845..	Lutheran.....	Rev. Samuel Sprecher, D.D.
Heidelberg Theo. Semi....	Tiffin.....	1861..	Reformed.....	Rev. J. H. Good, D.D.
Theo. School, Wilberforce..	Xenia.....	1863..	African Methodist.	Rt. Rev. D. A. Payne, Univ. D.D.
Theo. Semi.....	Xenia.....	1794..	United Presbyt....	Rev. S. Wilson, D.D.

PENNSYLVANIA.

Theo. Semi. of United Presb..	Alleghany City...1825..	United Presbyt...	Rev. A. D. Clark, D. D. Church.
Western Theo. Semi.....	Alleghany City...1825..	Presbyt.....	Rev. M. W. Jacobus, LL.D., senior prof.
Moravian Theo. Semi.....	Bethlehem.....	1807.. Moravian.....	Rt. Rev. E. de Schweinitz, S. T. D.
Theo. Dpt. Ursinus Coll.....	Freeland	1869.. German Ref.....	J. H. A. Bomberger.
Theo. Semi.....	Gettysburg.....	1826.. Lutheran.....	Rev. J. A. Brown, D. D., chairman of faculty.
Theo. Semi.....	Lancaster.....	1825.. Reformed.....	Rev. E. V. Gerhart, D.D.
Yeates Inst.....	Lancaster.....	Protestant Epis...	
Philadelphia Theo. Semi. of..	Lower Merion....	1833.. Roman Catholic...	Rev. Jas. F. Wood, D. D. St. Charles Borromeo.
Meadville Theo. School.....	Meadville.....	1844.. Unitarian.....	Rev. A. A. Livermore.
Theo. Dpt. Lincoln Univ.....	Oxford.....	1853.. Presbyt.....	Rev. I. N. Rendall, D.D.
Philadelphia Divinity Sch'l..	Philadelphia.....	1862.. Protestant Episc'	Rev. David R. Goodwin, LL.D., dean.
Theo. Semi. of Evangelical..	Philadelphia.....	1864.. Lutheran.....	Rev. C. F. Schaeffer, D.D., Lutheran Church. chairman of faculty.
St. Michael's Semi.....	Pittsburg.....	1845.. Roman Catholic..	Rev. S. Wall.
Missionary Inst.	Selin's Grove.....	1859.. Lutheran.....	Rev. H. Ziegler, D. D., Superintendent.
'Theo. Semi.....	Upland.....	1858.. Baptist...	Rev. Hy. G. Weston, D.D.

SOUTH CAROLINA.

Name.	Location.	Organization.	Denomination.	President.
Theo. Semi. of General As...Columbia.....1829..Presbyt.....	Columbia	1829	Presbyt.	Rev. George Howe, D.D., LL.D., ch'n of faculty.
sembly of the Presbyt. Ch... in the United States.				
Southern Baptist Theo. Sem..Greenville.....1859..Baptist.....	Greenville	1859	Baptist	Rev. Jas. P. Boyce, D.D., LL.D.

TENNESSEE.

Theo. Dpt. Cumberland Univ.Lebanon.....1854..Cumberland Presb.Nathan Green, chanc'l'r.
Theo. Dpt. Central Tennés...Nashville.....1866..Methodist.....J. Braden, A. M.
see Coll.

TEXAS.

Baylor Univ.....Independence...1867..Baptist.....Rev. Wm.C.Crane, LL.D.

VIRGINIA.

Theo. Semi. of the Protest..Near Alexandria..1823..Episcopal.....Rt. Rev. John Johns,
ant Episc. Church. LL.D.
Union Theo. Semi. of the..Hampden Sidney.1825..Presbyt. South....Rev. R. L. Dabney,LL.D.,
General Assembly. chairman of faculty.
St. John's Theo. Semi.....Norfolk.....Roman Catholic...Rev. M. O'Keefe.
Richmond Inst.....Richmond.....1868..Baptist.....Rev. C. H. Corey, A. M.
Theo. Semi. of the General..Salem.....1830..Lutheran.....Rev. S. A. Repass.
Synod of the Evangelical
Lutheran Church of N. A.

WEST VIRGINIA.

St. Vincent's Coll.....Wheeling....1866..Catholic.....J. Mullen.

WISCONSIN.

Mission House.....Hermann.....1867..Reformed.....H. Aug. Muchlimerter.
Semi. of St. Francis of Sales..St. Francis.....1856..Catholic.....Rev. Jos. Salzmann, D.D.
Nashotah House.....Nashotah Miss...1845..Protestant Episc..A. D. Cole.

DISTRICT COLUMBIA.

Theo. Dpt. Howard Univ....Washington1871..Union Evangelical.John B. Reeve, dean.
Wayland Semi.....Washington.1865..Baptist.....Rev. G. M. P. King.

MEMORANDA.

Name.	Location.	Remarks.
Theo. Dpt. of Mercer University...Macon, Ga.....	Macon, Ga.....	Not a distinct Dpt.
Scandinavian Theo. Seminary.....Chicago, Ill.....	Chicago, Ill.....	A Dpt. of the Baptist Union Theo. Semi.
Theo. Dpt. of Griswold College.....Davenport, Iowa.	Davenport, Iowa.	Suspended in 1873.
Theo. Dpt. of Georgetown College..Georgetown, Ky..	See Western Baptist Theo. Inst. (identical).	See Western Baptist Theo. Inst. (identical).
Thomson's Biblical Institute.....New Orleans, La.	New Orleans, La.	Merged in New Orleans University.
Theo. School, Ohio Wesleyan Univ..Delaware, Ohio..	Delaware, Ohio..	Not distinct department.
Theo. Seminary.....Gambier, Ohio...	Gambier, Ohio...	Suspended in 1873.
New Hampton Theo. Institute.....Fairfax, Vt.....	Fairfax, Vt.....	Suspended.

SCHOOLS OF LAW.

CONNECTICUT.

Name.	Location.	Organized.	President or Dean.
Law School of Yale College.....	New Haven.....	1826..	Francis Wayland, A.M., dean.

GEORGIA.

Law Dpt., Univ. of Georgia.....	Athens.....	1867..	W. L. Mitchell, A.M.
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ILLINOIS.

Law Dpt., Univ. of Chicago.....	Chicago.....	1859..	Hon. Henry Booth, LL.D., dean.
Law Dpt., McKendree College.....	Lebanon.....	1859..	Henry H. Horner, A.M.

INDIANA.

Indiana University.....	Bloomington...	1839..	Rev. Cyrus Nutt, D.D., LL.D.
Law School, Northwestern Christian Univ.....	Indianapolis...	1854..	C. P. Jacobs.
Law Dpt., Univ. Notre Dame.....	Notre Dame....	1869..	Rev. A. Lemonnier, S.S.C.

IOWA.

Law Dpt., Iowa State Univ.....	Iowa City.....	1865..	William G. Hammond, LL.D., dean.
Law Dpt., Iowa Wes. Univ.....	Mt. Pleasant...	1871..	Rev. John Wheeler, D.D.

KENTUCKY.

Law College, Kentucky Univ.....	Lexington.....	1865..	Hon. M. C. Johnson, LL.D.
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LOUISIANA.

Law Dpt., Univ. of Louisiana.....	New Orleans...	1847..	Carleton Hunt, dean.
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MASSACHUSETTS.

Boston Univ. School of Law.....	Boston.....	1873..	Hon. George S. Hillard, LL.D., dean.
Law School of Harvard Univ.....	Cambridge....	1817..	C. C. Langdell, A. M., dean.

MICHIGAN.

Univ. of Michigan.....	Ann Arbor....	1858..	Hon. T. M. Cooley, LL.D., dean.
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MISSISSIPPI.

Law Dpt., Univ. of Mississippi	Oxford.....	1854..	John N. Waddell, D.D., LL.D.
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MISSOURI.

Law College, Univ. of Missouri.....	Columbia	1873..	Hon. Philemon Bliss.
Law Dpt., Washington Univ	St. Louis.....	1867..	G. M. Stewart, dean.

NEW YORK.

Albany Law School, Union Univ... Albany	1851..	Prof. Isaac Edwards.
Law School, Hamilton College..... Clinton ...	....	Rev. S. G. Brown, LL.D.
Columbia College Law School.....	New York	1858.. F. A. P. Barnard, S.T.D., LL.D., L.H.D
Dpt. of Law. Univ. City of N.York.. New York....	1859..	Hon. H. E. Davies, LL.D.

NORTH CAROLINA.

Name.	Location.	Organ- ized.	President or Dean.
Trinity College.....	Trinity.....	1867..	Rev. B. Craven, D.D.

OHIO.

Law School, Cincinnati College....	Cincinnati	1833..	J. Bryant Walker, dean.
Ohio State and Union Law College..	Cleveland.....	1866..	Hon. John Crowell, LL.D.
Law School, Wilberforce Univ.....	Xenia.....	1863..	Right Rev. D. A. Payne, D.D.

PENNSYLVANIA.

Law Dpt., Univ. of Pennsylvania..	Philadelphia...	..	
Law Dpt., Lincoln Univ.....	West Chester..	1870..	Hon. Joseph J. Lewis, provost.

SOUTH CAROLINA.

Law Dpt., Univ. of South Carolina..	Columbia.....	1868..	
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TENNESSEE.

Law Dpt., Cumberland Univ.....	Lebanon.....	1847..	Nathan Green, chancellor.
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VIRGINIA.

Law Dpt., Univ. of Virginia.....	Charlottesville. 1824..	John B. Minor, LL.D.
Washington and Lee Univ.....	Lexington.....	1871..Gen. G. W. C. Lee.
Law School, Richmond College	Richmond	1868..William A. Maury, LL.D., sen. prof'r

WISCONSIN.

Law Dpt., Univ. of Wisconsin.....	Madison	1868..	P. L. Spooner.
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DISTRICT OF COLUMBIA.

Columbia Univ. Law School.....	Washington	James C. Welling, LL.D.
Howard Univ. Law Dpt.....	Washington	1869..John M. Langston, dean.
Law School, Georgetown Univ.....	Washington	1870..Rev. P. F. Healy, S.J.
Law School, National Univ.....	Washington	1870..W. B. Wedgewood, LL.D., vice-chan.

MEMORANDA.

Name.	Location.	Remarks.
New Orleans Law School.....	New Orleans, La.....	Identical with Univ. of Louisiana.
Law School, St. Lawrence Univ....	Canton, New York..	Suspended.
Law Dpt., Dickinson College.....	Carlisle, Pa	Not a distinct Dpt.
Law Dept., Western Univ. of Penn..	Pittsburg, Pa.....	Suspended.
Law Dept., Baylor Univ.....	Independence, Tex..	Suspended in 1873.

NORMAL SCHOOLS.

ALABAMA.

Name.	Location.	Organised.	Principal.
State Normal School.....	Florence.....	1878..	S. P. Rice.
Normal Dpt. Talladega College.....	Talladega.....	1871..	A. A. Safford, A. M.

ARKANSAS.

Pine Bluff Normal Inst	Pine Bluff.....	1870..	M. W. Martin
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CALIFORNIA.

Normal Dpt. of Napa Collegiate Inst. Napa.....	1870..	T. C. George, A. M.
State Normal School.....	San Jose.....	1861.. Charles H. Allen, A. M.

CONNECTICUT.

Connecticut State Normal School..	New Britain....	1830..	I. N. Carleton, A. M.
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DELAWARE.

Normal Dpt. of Delaware College..	Newark.....	1873..	W. H. Purnell, A. M.
Delaware State Normal University.	Wilmington....	1866..	John C. Harkness, A. M.

GEORGIA.

Normal Dpt. of Atlanta University.	Atlanta	1869..	E. A. Ware, A. M.
Haven Normal School	Waynesboro'..	1873..	Charles W. McMahon

ILLINOIS.

Evangelical Lutheran Teachers'			
Seminary.....	Addison.....	1864..	T. C. W. Lindemann.
Southern Illinois Normal Univ.....	Carbondale.....	1869..	
Chicago Normal School.....	Chicago.....	1856..	Edward C. Delano.
Cook County Normal School.....	Englewood.....	1867..	D. S. Wentworth.
Normal Dpt. of Eureka College.	Eureka.....	1855..	A. M. Weston, A. M.
Northwestern German-English Normal School.....	Galena.....	1868..	Pro. B. F. Merten.
Northwestern College.....	Naperville.....	..	Rev. A. A. Smith, A. M.
Normal Univ. of State of Illinois...Normal.....	Normal.....	1855..	Richard Edwards.
Peoria County Normal School.....	Peoria.....	1868..	S. H. White.

INDIANA.

Indiana State Normal School.....	Terre Haute...	1870..	William A. Jones.
Northern Indiana Normal School...	Valparaiso.....	1873..	H. B. Brown.

IOWA.

Normal Dpt. of Iowa College.....	Grinnell.....	1865..	Jesse Macy, A. M.
Normal Dpt. of Iowa State Univ....	Iowa City	1855..	Rev. Stephen N. Fellows, D. D.
Normal Dpt. of Whittier College...Salem		1867..	C. C. Pickett and D. S. Wright.

KANSAS.

Kansas State Normal School.....	Emporia.....	1865..	Rev. C. R. Pomeroy, A. M.
Leavenworth State Normal School			
of Kansas.....	Leavenworth...	1870..	John Wherrell.

KENTUCKY.

Name.	Location.	Organized.	Principal.
Normal Dpt. of Berea College.....	Berea.....	1868..	H. R. Chittenden, A. B.
Kentucky Normal School.....	Carlisle	1873..	T. C. H. Vance.
East Kentucky Normal School.....	Catlettsburg.....	1868..	Mrs. N. S. Roberts.
Louisville Training School.....	Louisville.....	1871..	Hiram Roberts.

LOUISIANA.

Normal Dpt. of Public School.....	Jackson.....	..	
Minden High Public School.....	Minden	1873..	R. B. Taylor, Secretary of School B'd.
Normal Dpt. of Straight Univ.....	New Orleans.....	1869..	S. S. Ashley.
Peabody Normal Seminary.....	New Orleans.....	1868..	K. R. Shaw.

MAINE.

Eastern Maine State Normal School.Castine	1867..	Grenville T. Fletcher, A. M.
Western Maine State Normal School.Farmington.....	1864..	C. C. Rounds.
Normal Dpt. of Maine Central Inst.. Pittfield.....	1870..	Cyrus Jordan.
Normal Dpt. of Oak Grove Sem....Vassalboro' ....	..

MARYLAND.

Howard Normal School	Baltimore.....	1865..	P. J. Doran.
Maryland State Normal School.....	Baltimore.....	1865..	M. A. Newell.

MASSACHUSETTS.

City Normal School.....	Boston.....		
Massachusetts State Normal Art School.....	Boston.....	1873..	Walter Smith, Director.
State Normal School.....	Bridgewater.....	1840..	Albert G. Boyden, A. M.
Framingham State Normal School..Framingham.....	1839..	Annie E. Johnson.	
State Normal School.....	Salem	1854..	D. R. Hagar, Ph. D.
Westfield State Normal School.....Westfield	1839..	J. W. Dickinson.	
Worcester Normal and Training School.....	Worcester.....	1868..	Rebecca Jones.

MICHIGAN.

Michigan State Normal School.....	Ypsilanti	1862..	Rev. Jos. Estabrook, M. A.
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MINNESOTA.

State Normal School at Mankato...Mankato	1868..	David C. John.
State Normal School at St. Cloud...St. Cloud	1869..	Ira Moore.
First State Normal School.....Winona.....	1860..	William F. Phelps.

MISSISSIPPI.

Miss. State Normal School.....	Holly Springs..1873..	Miss M. E. Hunter.
Normal Dpt. of Tougaloo Univ.....	Tougaloo.....	1871.. A. J. Steele.

MISSOURI.

Normal Institute.....	Bolivar.....	1868..	James A. Race.
Southeast Mo. Normal School.....	Cape Girardeau1873..	L. H. Cheney.	
Col. of Normal Inst., Univ. of Mo..Columbia	1869..	Erastus L. Ripley, A. M.	
Fruitland Normal Institute	Jackson.....	1869..	J. H. Kerr, A. B., Ph. B.
Normal Dpt. of Lincoln Institute...Jefferson City..	1868..	M. Henry Smith.	
North Mo. State Normal School....Kirksville.....	1871..	J. Baldwin.	
Normal School.....	St. Louis.....	1857..	Louis Soldan.
South Mo. State Normal School....Warrensburg.....	1871..	James Jononnot.	

NEBRASKA.

Name.	Location.	Organized.	Principal.
Nebraska State Normal School.....	Peru	1867..	T. J. Morgan.

NEW HAMPSHIRE.

New Hampshire State Normal School	Plymouth	1870..	Rev. H. O. Ladd, A.M.
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NEW JERSEY.

Farnum Preparatory School.....	Beverly	1856..	J. Fletcher Street, A.M.
State Normal School.....	Trenton	1856..	Lewis M. Johnson, A.M.

NEW YORK.

New York State Normal School....	Albany.....	1843 ..	Joseph Alden, D.D., LL.D.
State Normal School.....	Brockport.....	1866..	Prof. F. B. Palmer, A.M.
State Normal School.....	Buffalo.....	1871..	Henry B. Buckingham, A. M.
State Normal and Training School.Cortland	1869..	J. H. Hoose, A.M., Ph.D.	
Fredonia State Normal and Training School	Fredonia.....	1866..	John W. Armstrong, D.D.
State Normal School.....	Geneeoo.....	1871..	William J. Milne, A.M.
Normal College.	New York.....	1870..	Thomas Hunter, A.M., president.
Oswego State Normal and Training School	Oswego	1861..	Edward A. Sheldon, A.M.
State Normal and Training School.Potsdam.....	1869..	M. McVicar, Ph.D., LL.D.	

NORTH CAROLINA.

Ellendale Teachers' Institute.....	Little RiverP.O.1873..	W. E. White.
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OHIO.

Northwestern Ohio Normal School.Ada.....	1871..	H. S. Lehr, A.M.
Cincinnati Normal School.....	Cincinnati.....	1866.. Della A. Lathrop.
Hopedale Normal School.	Hopedale.....	1852.. W. Brinkerhoff, A. M.
National Normal School.....	Lebanon.....	1855.. Alfred Holbrook.
Western Reserve Normal School..	Milan.....	1833.. Della Palmer.
Normal Dpt. of Mt. Union College..Mt. Union.....	1846..	J. A. Brush, A.M.
Orwell Normal Institute.....	Orwell.....	1865.. H. W. Johnson.
Northwestern Normal School.....	Republic	1870.. J. Fraise Richard.
Ohio Central Normal School.....	Worthington...1871..	H. M. Lewis, A.M., and John Ogden, A.M.
Normal Dpt. Wilberforce University.Xenia.....	1873..	Miss M. E. McBride.

OREGON.

Normal Course, Pacific University.Forest Grove..	1871..	A. J. Anderson, A. M.
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PENNSYLVANIA.

Bloomsburg State Normal School..Bloomsburg....	1869..	Dr. T. L. Griswold, A.M.
Southwestern Normal School.....	California.....	1865.. C. L. Ehrenfeld.
Northwestern State Normal School.Edinboro'.....	1861..	J. A. Cooper.
Indiana Normal School of Pa.....	Indiana	1873.. Silas M. Clark, secretary of board.
Keystone State Normal School.....	Kutztown.....	1866.. Rev. A. R. Horne, A.M.
Central State Normal School.....	Lockhaven.....	.. A. N. Raub, trustee.
Normal Dpt. Lincoln University....Lower Oxford..	1867..	J. B. Rendall.
State Normal School.....	Manfield.....	1863.. J. N. Fradenburgh, A.M., Ph.D.
Millersville Normal School.....	Millersville.....	1855.. Edward Brooks, A.M.
Snyder County Normal School.....	Selin's Grove...	1873.. George P. Beard.
Cumberland Valley State Normal School	Shippensburg	1873.. William Noething,
West Chester State Normal School.West Chester..	1871..	George L. Maria.

RHODE ISLAND.

Name.	Location.	Organized.	Principal.
Rhode Island State Normal School.	Providence.....	1871..	J. C. Greenough, A.B.

SOUTH CAROLINA.

Normal Class of Avery Institute....Charleston1865..Mortimer A. Warren.

TENNESSEE.

Le Mayne Normal School.....	Memphis.....	1870..
Normal Class of Fisk University....	Nashville.....	1866..A. K. Spence.
Normal Dpt. of Central Tenn. Coll.	Nashville.....	1866..Rev. J. Braden, A.M.

VERMONT.

State Normal School.....	Castleton	1869. R. G. Williams.
Johnson Normal School.....	Johnson.....	1867.. H. S. Perrigo, A.M.
State Normal School.....	Randolph	1867.. Edward Conant.

VIRGINIA.

Hampton Normal and Agricul. Inst.	Hampton.....	1870..S. C. Armstrong.
Richmond Normal School.....	Richmond.....	1867..R. M. Manly, A.M.

WEST VIRGINIA.

Fairmount State Normal School....	Fairmount.....	1869..J. G. Blair, LL.D.
Storer Normal School.....	Harper's Ferry.	1867..Rev. N. C. Brackett, A.M.
Marshall College.....	Huntington	1867..Beauchamp Clark, A.B.
Teachers' Class in W. Va. Univ....	Morgantown	1867..Alexander Martin, president.
West Virginia State Normal School.	West Liberty...	1870..James E. Morrow, A. M.

WISCONSIN.

Wisconsin State Normal School....	Oshkosh	1871..George S. Albee, president.
Wisconsin State Normal School....	Platteville.....	1866..E. A. Charlton, A.M., president.
Holy Family Teachers' Seminary...	St. Francis....	1871..Joseph Salzmann, D.D.
State Normal School.....	Whitewater....	1868..Oliver Arey, A.M.

DISTRICT OF COLUMBIA.

Normal Dpt. Howard University....	Washington....	1867..Marcus O. Reed.
Normal School.....	Washington....	1873..Miss Lucilla E. Smith.

SCHOOLS OF SCIENCE (MINING, ENGINEERING,
AGRICULTURAL, ETC.),

ENDOWED BY THE NATIONAL LAND GRANT.

ALABAMA.

Name.	Location.	Organ- ized	President.
Agricul. and Mechanical Coll. of Ala. Auburn	Auburn	1873.	Rev. I. T. Tichenor.

ARKANSAS.

Arkansas Industrial Univ.	Fayetteville	1873.	General A. W. Bishop, A.M.
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CALIFORNIA.

Agricul., Mining, and Mechanical Arts Coll. (Univ. of Cal.)	Berkeley	1869.	Daniel C. Gilman, A.M.
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CONNECTICUT.

Sheffield Scientific School of Yale College	New Haven	1846.	Rev. N. Porter, D.D., LL.D.
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DELAWARE.

Agricul. Dept. Delaware Coll.	Newark	1870.	W. H. Purnell, A.M.
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GEORGIA.

Ga. State Coll. of Agricul. and Me- chanic Arts	Athens	1873.	William Le Roy Brown
North Ga. Agricul. Coll.	Dahlonega

ILLINOIS.

Illinois Industrial Univ.	Urbana	1867.	J. M. Gregory, LL.D.
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INDIANA.

Purdue Univ. (Agricul. Coll.)	La Fayette	Richard Owen, D.D., LL.D.
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IOWA.

Iowa State Agricul. Coll.	Ames	1862.	A. S. Welch, LL.D.
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KANSAS.

Kansas State Agricul. Coll.	Manhattan	1863.	J. A. Anderson.
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KENTUCKY.

Agricul. and Mechanical Coll.	Lexington	1866.	James K. Patterson, A.M.
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LOUISIANA.

Agricul. and Mechanical Coll. of La.
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MAINE.

Maine State Coll. of Agricul. and Mechanic Arts	Orono	1868.	Rev. C. F. Allen, D.D.
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MARYLAND.

Maryland Agricul. Coll.	College Station	1868.	Gen. Samuel Jones.
United States Naval Academy	Annapolis	Reverend Admiral J. L. Worden, Capt.

MASSACHUSETTS.

Mass. Agricul. Coll.	Amherst	1867.	William S. Clark, Ph. D.
Mass. Inst. of Technology	Boston	1861.	J. D. Runkle, Ph. D., LL.D.

MICHIGAN.

Name.	Location.	Organ- ized.	President.
Michigan State Agricul. Coll.....	Lansing.....	1857..	T. C. Abbott, LL.D.

MINNESOTA.

Coll. of Agricul. and the Mechanic Arts (Univ. of Minnesota).....	Minneapolis.....	1868..	W. W. Folwell, A.M.
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MISSISSIPPI.

Coll. of Agricul. and Mechanic Arts Oxford.....	1871..	Rev. J. N. Waddel, D.D.
Alcorn Univ.....	1872..	Rev. H. R. Revels, D.D., G. C. Swallow, LL.D., dean.

MISSOURI.

Mo. Agricul. and Mechanical Coll., Columbia	1870..	D. Read, LL.D., president.
Mo. School of Mines and Metallurgy Rolla.....	1871..	D. Read, LL.D., president.

NEBRASKA.

Agricul. Coll. (Univ. of Neb.).....	Lincoln	1872.. S. R. Thompson, A.M., dean.
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NEW HAMPSHIRE.

New Hampshire Coll. of Agricul....	Hanover	1868.. Rev. A. D. Smith, D.D., LL.D.
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NEW JERSEY.

Scientific School, Rutgers Coll....	New Brunswick.	1865.. Rev. W. H. Campbell, D.D., LL.D.
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NEW YORK.

Coll. of Agricul. and Mechanic Arts Ithaca	1868..	Rev. A. D. White, LL.D.
United States Military Academy.... West Point.....		Col. Theod. H. Ruger, supt.

OHIO.

Ohio Agricul. and Mechanical Coll. Columbus.....	1873..	Edward Orton.
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PENNSYLVANIA.

Penn. State Coll.....	Agr. Coll., P. O. 1859..	Rev. J. Calder, D.D.
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RHODE ISLAND.

Agricul. and Scientific Dpt. Brown Univ.....	Providence.....	.. Rev. E. G. Robinson, D.D., LL.D.
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SOUTH CAROLINA.

South Carolina Agricul. Coll. and Mechanical Inst. (Clafin Univ.)Orangeburg	1872..	Rev. A. Webster, D.D.
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TENNESSEE.

Tenn. Agricul. Coll. (East Tenn. Univ.).....	Knoxville.....	1869.. Rev. T. W. Humes, S. T. D.
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TEXAS.

Agricul. and Mechanical Coll. of Texas	Bryan.....	..
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VERMONT.

Univ. of Vermont and State Agricul. Coll.....	Burlington.....	1865.. M. H. Buckingham, A.M.
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VIRGINIA.

Va. Agricul. and Mechanical Coll... Blacksburg	1873..	C. L. C. Minor, M.A.
Hampton Normal and Agricul. Inst. Hampton.....	1870..	Rev. George Whipple.

WISCONSIN.

Coll. of Arts, Univ. of Wis.....	Madison	1866.. Prof. John Bascom, A.M.
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SCHOOLS AND COLLEGIATE DEPARTMENTS OF
SCIENCE (MINING, ENGINEERING, ETC.),
NOT ENDOWED WITH THE NATIONAL GRANT OF LANDS.

ILLINOIS.

Name.	Location.	Organized.	President.
Illinois Agricul. Coll.....	Irvington	1866..	Rev. A. C. Hillman.

MAINE.

Scientific Dpt. of Bowdoin Coll....	Brunswick.....	1872..	J. L. Chamberlain, LL.D.
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MASSACHUSETTS.

Lawrence Scien.Sch.,Harvard Univ.Cambridge.....	1848..	C. W. Eliot, LL.D.
Worcester County Free Inst. of In- dustrial Science	Worcester ...	1868 .C. O. Thompson, A.M., principal.

MISSOURI.

PolytechnicDpt.of WashingtonUniv.St. Louis.....	1857..	Rev. W. G. Eliot, D.D.
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NEW HAMPSHIRE.

Chandler Scien.Dpt.Dartmouth Coll.Hanover.....	1852..	Rev. A. D. Smith, D.D., LL.D.
Thayer School of Civil Engineering, Dartmouth Coll.....	Hanover.....	1871.. R. Fletcher, A.M., prof. of civil eng.

NEW JERSEY.

Stevens Inst. of Technology.....	Hoboken.....	1871.. Henry Morton, Ph.D.
J. C. Green School of Science.....	Princeton.....	1873.. Rev. J. McCosh, D.D., LL.D.

NEW YORK.

Brooklyn Coll'te & Polytechnic Inst.Brooklyn	1855..	D. H. Cochran, Ph.D., LL.D.
School of Mines, Columbia Coll .. New York.....	1864..	F. A. P. Barnard, S.T.D., L.H.D.
Dpt. of Science, Univ. City of N. Y.New York.....	1871..	H. Crosby, D.D., LL.D.
Engineering School of Union Coll.. Schenectady ..	1845..	Rev. E. N. Potter, D.D.

OHIO.

Scientific Dpt. of Denison Univ....	Granville	1831.. F. O. Marsh, acting.
Scientific Dpt., Oberlin Coll	Oberlin.....	1833.. Rev. J. H. Fairchild, D.D.

OREGON.

Scientific Dpt. of Willamette Univ..	Salem.....	1851.. T. M. Gatch, A.M.
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PENNSYLVANIA.

Scientific Dpt. of Villanova Coll...Bryn Maur.....	1842..	Very Rev. T. Galberry, O.S.A.
Pardee Scien. Dpt., Lafayette Coll.. Easton.....	1865..	Rev. W. C. Cattell, D.D.
Franklin Inst.....	Philadelphia ..	1894.. Coleman Sellers.
Polytechnic Coll. of State of Pa.....	Philadelphia...	
Scientific Dpt. of Univ. of Pa.....	Philadelphia...	1873.. J. P. Leslie, LL.D., dean.
Wagner Free Inst. of Science.....	Philadelphia ..	1855.. William Wagner, LL.D.
Scientific School of Lehigh Univ...S. Bethlehem ..		1866.. H. Coppée, LL.D.

VIRGINIA.

Scientific Dpt. of Univ. of Va.....	Charlottesville.1819..	J. P. Harrison, M.D., ch'n of faculty.
Scientific Dpt. of Washington and Lee Univ.....	Lexington	Gen. G. W. C. Lee.
Virginia Military Inst.....	Lexington	1839.. F. H. Smith, LL.D.
New Market Polytechnic Inst.....	New Market.....	Prof. Ben. Hyde Benton.

EDUCATIONAL JOURNALS AND LEADING COLLEGE PERIODICALS.

ALABAMA.

Marion, Howard Collegian, monthly.
Selma, Journal of Education, weekly.

ARKANSAS.

Little Rock, St. John's College Record, monthly.

CALIFORNIA.

Oakland, University Echo, monthly.
Sacramento, California Teacher, monthly.
Santa Clara, Owl, monthly.

CONNECTICUT.

Hartford, Trinity Tablet, monthly.
Hartford, American Journal of Education, quarterly.
Middletown, College Argus, bi-weekly.
New Haven, College Courant, weekly.
New Haven, Yale Courant, weekly.
New Haven, Yale Record, weekly.
New Haven, Connecticut School Journal, monthly.
New Haven, Yale Literary Magazine, monthly.

DISTRICT OF COLUMBIA.

Georgetown, College Journal, monthly.

ILLINOIS.

Bloomington, Alumni Journal, monthly.
Chicago, National Sunday School Teacher, monthly.
Chicago, Student, monthly.
Chicago, Teacher, monthly.
Chicago, Volante, monthly.
Lebanon, McKendree Repository, semi-monthly.
Monmouth College Courier, monthly.
Mount Carroll, Oread, monthly.
Normal, Illinois Schoolmaster, monthly.
Upper Alton, Qui Vive, monthly.

INDIANA.

Bloomington, Indiana Student, semi-monthly.
Indianapolis, Educationist, monthly.
Indianapolis, Indiana School Journal, monthly.
Notre Dame, Ave Maria, weekly.
Notre Dame, Scholastic, weekly.
South Bend, Northern Indiana Teacher, monthly.
South Bend, School, monthly.

IOWA.

Davenport, Common School, monthly.
Des Moines, Iowa School Journal, monthly.
Indianola, Simpsonian, bi-weekly.
Iowa City, University Reporter, monthly.
Mount Pleasant, Iowa Classic, monthly.
Mount Vernon, Iowa Collegian, monthly.
Oskaloosa, College Vidette, monthly.

KANSAS.

Leavenworth, Kansas Educational Journal, monthly.

KENTUCKY.

Louisville, Amerikanische Schul Zeitung, monthly.
Louisville, Home and School, monthly.

MAINE.

Brunswick, Bowdoin Orient, bi-weekly.
 Lewiston, Bates Student, monthly.
 Portland, Maine Journal of Education, monthly.

MASSACHUSETTS.

Amherst, Student, bi-weekly.
 Andover, Rapid Writer and Tachygrapher, quarterly.
 Boston, Massachusetts Teacher, monthly.
 Boston, Student and Schoolmate, monthly.
 Boston, Study, monthly.
 Cambridge, Harvard Advocate, bi-weekly.
 Williamstown, Williams Vidette, bi-weekly.
 Williamstown, Williams Review, every third week.

MICHIGAN.

Ann Arbor, Chronicle, bi-weekly.
 Coldwater, Penman and Accountant, monthly.
 Lake City, Normal Herald, quarterly.
 Niles, Michigan Teacher, monthly.
 Olivet, Olio, monthly.
 Ypsilanti School, monthly.

MINNESOTA.

St. Paul, Minnesota Teacher and Journal of Education, monthly.

MISSOURI.

Canton, Union Literary Magazine, monthly.
 Columbia, University Missourian, monthly.
 Fayette, Central Collegian, monthly.
 St. Louis, Irving Union, semi-monthly.
 St. Louis, American Journal of Education, monthly.
 St. Louis, American Sunday School Worker, monthly.
 St. Louis, Western, monthly.
 Springfield, Rural Educationalist, monthly.

NEBRASKA.

Beatrice, Nebraska Teacher, monthly.
 Omaha, High School, monthly.

NEW HAMPSHIRE.

Hanover, Dartmouth, monthly.

NEW JERSEY.

New Brunswick, Targum, monthly.

NEW YORK.

American Educational Monthly, Schermerhorn's.
 Buffalo, New York State Educational Journal, monthly.
 Clinton, Hamilton Literary Monthly, monthly.
 Hamilton, Madisonensis, semi-monthly.
 Ithaca, Cornell Era, weekly.
 New York, School Journal, weekly.
 New York, El Educator Popular, semi-monthly.
 New York, Students' Journal, monthly.
 New York, Sunday School Journal, monthly.
 Schenectady, College Spectator, monthly.

OHIO.

Ada, Educational Advance, monthly.
 Cincinnati, National Normal, monthly.
 Columbus, National Teacher, monthly.
 Columbus, Ohio Educational Monthly, monthly.
 Delaware, Western Collegian, semi-monthly.
 Sandusky, Thompson's Drawing Teacher, monthly.

PENNSYLVANIA.

Hanover, School Record, monthly.
Kutztown, National Educator, monthly.
Lancaster, Pennsylvania School Journal, monthly.
Lewisburg, College Herald, monthly.
Philadelphia, Sunday School Times, weekly.
Philadelphia, Baptist School Teacher, monthly.
Philadelphia, Heidelberg Teacher, quarterly.
Pittsburgh, College Journal, monthly.

RHODE ISLAND.

Providence, Rhode Island Schoolmaster, monthly.

TENNESSEE.

Columbia, Guardian, monthly.
Nashville, Tennessee School Journal, monthly.

VIRGINIA.

Emory, Banner, semi-monthly.
Lexington, Southern Collegian, semi-monthly.
Richmond, Educational Journal of Virginia, monthly.

WEST VIRGINIA.

Parkersburg, West Virginia Educational Journal, monthly.

WISCONSIN.

Appleton, Lawrence Collegian, monthly.
Beloit, College Monthly, monthly.
Madison, Wisconsin Journal of Education, monthly.
Racine, College Mercury, semi-monthly.
Ripon, College Days, monthly.

NOVA SCOTIA, D. C.

Halifax, Dalhousie College Gazette, bi-weekly.
Halifax, Journal of Education, monthly.

ONTARIO, D. C.

Strathroy, Ontario Teacher, monthly.
Toronto, Journal of Education, monthly.

QUEBEC, D. C.

Quebec, Journal de L'Instruction Publique, monthly.
Quebec, Journal of Education, monthly.

EMINENT EDUCATORS DECEASED DURING 1873 AND 1874.

Jan. 1.—Harvey Prindle Peet, LL.D., a graduate of Yale College, and for forty-two years Principal of the New York Institution for the Instruction of the Deaf and Dumb, died in New York, aged 78.

Jan. 2.—Rev. William A. Dod, D.D., a graduate of Princeton College, and for many years a tutor and Professor in that Institution, died at Princeton, New Jersey, aged 54.

Jan. 3.—Samuel Adams Lyons Law Post, a graduate of Yale College, and for seventeen years a teacher in Derby, Conn., Ellenville, New York, and elsewhere, died at Ellenville, aged 44 years.

Jan. 16.—Rev. Joshua Leavitt, D.D., a graduate of Yale College, and for a long time prominent as a teacher, preacher, journalist, and author of school text-books, died in New York City, aged 78 years.

Jan. 16.—Professor William Charles Cleveland, an accomplished scientist, and at the head of the department of Civil Engineering in Cornell University, died at Ithaca.

Jan. 16.—O. H. Kile, a graduate of the University of Vermont, and for several years past a prominent teacher in Rhode Island, died at Westerly, R. I.

Jan. 24.—Rev. John Seward, who perhaps did more than any other one man to establish Western Reserve College at Hudson, Ohio, died at Tallmadge, Ohio, aged 89.

Feb. 1.—Matthew Fontaine Maury, LL.D., author of "Physical Geography of the Sea," and of several school text-books, and Professor in the Virginia Military Institute at Lexington, Va., died there, aged 67 years.

Feb. 1.—Henry Coit Perkins, M.D., A.A.S., a graduate of Harvard College, eminent as a scientist, instructor, and President of the Massachusetts Medical Society, died at Newburyport, Mass., aged 69 years.

Feb. 6.—James Henry Coffin, LL.D., a graduate from Amherst College, author of a text-book on "Conic Sections," and for forty-seven years a laborious teacher, died at Easton, Pa.,

where he was Professor of Mathematics in Lafayette College. He was 66 years old.

Feb. 9.—Calvin Montague, M.D., a graduate of Williams College, and for many years a teacher in Virginia, died at West Hampton, Mass., aged 82 years.

Feb. 16.—Caroline Chesebro, teacher and authoress, died at Piermont, N. Y., aged 45 years.

Feb. 18.—Samuel C. Barnes, for more than thirty years a teacher in Brooklyn, N. Y., died there, aged 60 years.

Feb. 26.—Hugh Lenox Hodge, M.D., LL.D., a graduate from Princeton College, for fully thirty years Professor in the Medical Department of the University of Pennsylvania, died at Philadelphia, aged 77 years.

March 1.—Rev. Zedekiah S. Barstow, D.D., a graduate from Yale College, and a zealous promoter of education for sixty years, died at Keene, N. H., aged 83 years.

March 2.—Andrew Waters, a graduate from Amherst College, and a life-long teacher, died at Bunker Hill, Ill., aged 58 years.

March 3.—Mrs. Ophelia M. Livingston, for many years at the head of a large female seminary in Savannah, Georgia, died in Brooklyn, N. Y., aged 74 years.

March 3.—Curtis C. Baldwin, a graduate from Hamilton College, and for forty years a successful teacher in Steuben County, this State, died at Prattsburgh, N. Y., aged 74 years.

Rev. Justin G. Riley, a graduate from Williams College, and a teacher for some years, died at Washingtonville, N. Y., aged 38 years.

March 7.—Rev. John Payne Cleveland, D.D., a graduate from Bowdoin College, at one time President of Marshall College, Michigan, and engaged in teaching elsewhere at other periods, died at Newburyport, aged 74 years.

March 8.—Professor Jackson J. Bushnell, a graduate from Yale College, and connected with several other colleges as tutor and professor, died at Beloit, Wis., aged 58 years.

March 10.—John Torrey, M.D., LL.D., author of several valuable works, and one of the most eminent scientists of our day, died in New York City, aged 75 years.

March 12.—Bishop Charles P. McIlvaine, D.D., D.C.L., LL.D., a graduate from Princeton College, President of Kenyon College, Ohio, at one time, and author of numerous works

May 31.—Rev. Thomas Beveridge, a graduate of Union College, and formerly Professor in the Theological Seminary at Canonsburg, Pa., died in Xenia, Ohio, aged 77 years.

June 1.—Henry James Clark, Ph. D., a graduate of New York University, and Professor in the Massachusetts Agricultural College, died at Amherst, Mass.

June 3.—Wilson Whiton, for forty-eight years a teacher in the Deaf and Dumb Asylum at Hartford, Conn., died at Hingham, Mass.

June 5.—Rev. Samuel J. M. Beebee, a graduate of Union College, and a teacher for many years in Missouri and New York States, died in Nebraska City, aged about 60.

June 9.—Thomas D. Baird, Ph.D., LL.D., a graduate of Jefferson (Pa.) College, and President of the Baltimore City College, died there, aged 54.

June 8.—Rev. Lewis Sabin, D.D., a graduate of Amherst College, a ripe scholar, and warm friend of education during all his life, died at Templeton, Mass., aged 66.

June 16.—Isaac Ferris, D.D., LL.D., a graduate of Columbia College, and for seventeen years Chancellor of the University of New York, died at Roselle, N. J., aged 74.

June 18.—Rev. Levi Spaulding, D.D., the veteran American Missionary to Ceylon, and for forty-nine years Superintendent of the Oodooville Female Boarding School, Ceylon, died there, aged 82.

June 29.—Rev. Samson Talbot, D.D., for ten years President of Denison University, Granville, Ohio, died at Newton Centre, Mass., aged 44.

June 29.—Col. John Wells Foster, LL.D., a graduate of Wesleyan University, Middletown, Conn., and for several years Professor of Physical Sciences in the University of Chicago, died at Hyde Park, Ill., aged 58.

June —.—Rev. Milo J. Hickok, D.D., formerly Professor in Delaware College, Newark, Del., and enjoying an enviable reputation for scholarship, died at Marietta, Ohio, aged 60.

June —.—Rev. R. C. Smith, for many years Professor in Oglethorpe College, Georgia, died at Vineland, Ga.

July 1.—Professor John W. Fowler, eminent as a teacher, preacher, and politician, died at Poughkeepsie, N. Y.

July 6.—Rev. Henry L. Hitchcock, D.D., a graduate of Fall

College, and President of Western Reserve College, Ohio, from 1855 until 1871, died at Hudson, aged 59.

July 6.—Amos Westcott, M.D., D.D.S., for many years Professor in the Baltimore and New York Dental Colleges, died by his own hand under the influence of hypochondriacal insanity.

July 20.—Anthony Colby, a liberal patron of educational institutions in New Hampshire, and at one time Governor of that State, died at a ripe age.

July 24.—Abel C. Collins, long a teacher in Rhode Island and New York, and Associate-Editor of the *Tribune* at his death, died in New York City, aged 45.

July 26.—Rev. Samuel S. Schmucker, D.D., LL.D., an eminent scholar and author, and for nearly half a century an instructor, died at Gettysburg, Pa., aged 74.

Aug. 4.—Professor S. H. Pearl, Principal of the New Hampshire State Normal School, died at Plymouth, N. H., aged 40 years.

Aug. 6.—Professor John T. Stoddard, author of several mathematical text-books, and for many years a teacher, died at Newark, New Jersey, aged 48 years.

Aug. 8.—Rev. Richard Dunning, a graduate of Union College, and teacher and minister, died at Rochester, New York, aged 74.

Aug. 10.—William W. Clark, A.M., for many years Professor of Natural Sciences in the State Normal School at Albany, and author of the law fixing standard weights and measures for this State, died at Rochester, New York, aged 49 years.

Aug. 13.—Rev. Samuel Roosevelt Johnson, D.D., for many years Professor of Systematic Theology in the General Episcopal Theological Seminary, New York City, died in Amenia, New Jersey, aged 78 years.

Aug. 14.—Rev. John E. Tyler, for many years Principal of the East Windsor (Conn.) Acadamy, died at Vineland, New Jersey, aged 63.

Aug. 21.—Rev. Peter Van Pelt, D.D., an eminent Oriental scholar, and Secretary of the Board of Foreign Missions of the Episcopal Church, died in Philadelphia, aged 75.

Aug. 24.—Rev. John Todd, D.D., author of the "Student's *U*" and other volumes, and prominent during nearly

half a century for his labors on behalf of education, died at Pittsfield, Mass., aged 73.

Aug. 30.—Rev. David Root, a graduate of Middlebury College, and both a teacher and preacher, died in Chicago, aged 83 years.

Sept. 5.—Christian Roselius, LL.D., for many years Dean of the Faculty of the University of Louisiana, died in New Orleans, aged 71 years.

Sept. 10.—Ashur Ware, LL.D., a graduate of Harvard College, and prominent as a teacher, journalist, and jurist, died in Portland, Me., aged 91 years.

Sept. 20.—Rev. James M. McWilliam, for nine years Principal of the Susquehanna Collegiate Institute at Towanda, Pa., and a zealous friend of education throughout his life, died at Deckertown, New Jersey, aged 55 years.

Sept. 26.—Dixie Crosbie, M.D., LL.D., Professor in Dartmouth College for thirty-five years, died at Hanover, N. H., aged 73 years.

Sept. 27.—William Wheelwright, a wealthy civil engineer, who had donated nearly six hundred thousand dollars to educational purposes during his life, and who left one hundred thousand dollars to found a scientific school in Newburyport, Mass., died in London, England, aged 76 years.

Sept. 28.—Rt. Rev. George Maxwell Randall, D.D., Bishop of the Diocese of Colorado, a graduate of Brown University, and Chancellor of the Collegiate School at Denver, died at that place, aged 63 years.

Sept. —.—Nathan Pratt, a benevolent citizen, died at Arlington, Mass., leaving in his will forty thousand five hundred dollars to educational institutions, mostly in that vicinity.

Oct. 7.—Knut Jungbohn Clement, Ph.D., who migrated from Denmark to this country after being Professor of History and Literature in the University of Kiel, and taught for seven years in the schools of Bergen, New Jersey, died there, aged 69 years.

Oct. —.—Rev. Silas Totten, a graduate of Union College, at one time President of Trinity College, and a life-long teacher, died at Lexington, Ky., aged about 68 years.

Nov. 5.—Major-General Richard Delafield, U. S. A., Superintendent of the West Point Military Academy from 1838 to 1845, died at Washington, aged 75 years.

Nov. 6.—General William J. Hardee, a graduate from West Point, and subsequently instructor there for several years, and author of "Hardee's Tactic's," died at Selma, Ala., aged about 55.

Nov. 6.—Professor Maximilian La Borde, a graduate from South Carolina College, and a distinguished scholar and College Professor of the State, died in Columbia, aged 69 years. He was the author of several school text-books.

Nov. 24.—Samuel A. Hitchcock, a large benefactor to education, who during his life gave nearly seven hundred thousand dollars to various collegiate institutions, died at Brimfield, Mass., aged 89 years.

Nov. 28.—James McKeene, M.D., for fourteen years Professor in Bowdoin College, Me., died at Topsham, Maine, aged 76 years old.

Nov. 29.—P. M. W. Redfield, M.D., for a long time Professor in the New York City Normal College, died at Harlem.

Dec. 9.—William C. Roberts, M.D., a well-known New York medical professor and lecturer, died at the age of 64 years.

Dec. 14.—Louis Agassiz, M.D., Ph.D., LL.D., F.R.S., whose name and fame are known to every school-boy, died at Cambridge, Mass., aged 65. He had been a teacher almost from boyhood.

Dec. 20.—Mrs. George Gould, for many years a missionary teacher of the American Board of Commissioners of Foreign Missions at Mount Lebanon, Syria, died near Boston.

Dec. 24.—John Hopkins, a wealthy citizen of Baltimore, died there at the age of 79 years, leaving four millions of dollars in his will for establishing a free university for the young men of Virginia and Maryland. The total of his bequests to benevolent and educational purposes amounted to more than eight millions of dollars.

Dec. 30.—Rev. R. E. B. Baylor, founder of Baylor University, Texas, which he endowed, died at Gay Hill, Texas, aged 78 years.

1874.

Jan. 2.—Rev. Nelson Rounds, D.D., Superintendent of Public Instruction in Washington Territory, died near Vancouver, Clark County, aged 67 years.

Jan. 2.—Rev. William A. Dod, D.D., for many years tutor, professor, and preacher at Princeton, New Jersey, died there, aged 54 years.

Jan. 8.—Mrs. A. Cabot Lowell, a well-known writer and instructress of children, died at Cambridge, Mass.

Jan. 16.—Charles Astor Bristeed, better known as "Carl Benson," his literary *soubriquet*, died at Washington, aged 54.

Jan. 17.—Rev. William Sparrow, D.D., Dean of the Faculty of the Episcopal Seminary at Alexandria, Va., for the last thirty-three years, died there, aged 73.

Jan. 18.—Rev. Samuel Fisher, formerly President of Hamilton College, New York, died at Cincinnati.

Jan. 19.—Frederick Strobel, the distinguished musician, died at Greensboro', North Carolina.

Feb. 1.—Rev. N. E. Cobleigh, D.D., LL.D., one of the most active and well-known educators in the South, died at Atlanta, Ga., from exposure at the dedication of a country church. He graduated from Wesleyan College, and was Professor in McKendree College, and afterward President.

Feb. 3.—N. S. Dodge, the well-known *litterateur*, died in Boston, aged 64.

Feb. 7.—James W. Gerard, the lawyer, distinguished for his interest in public education for nearly half a century, died in New York city, aged 80 years.

Feb. 8.—Dr. E. W. Hatch, Superintendent of the Connecticut State Reform School, died at Meriden, Conn.

Feb. 8.—John Milton Earle, for thirty-five years editor of the Worcester *Spy*, died, aged 79 years.

Feb. 25.—Rev. John Bachman, D.D., LL.D., the clergyman, instructor, and naturalist, died at Charleston, S. C., aged 84 years.

March 8.—Millard Fillmore, ex-President of the United States, who was a teacher in earlier life, died at Buffalo, aged 74 years.

March 18.—Rev. David Elliott, D.D., Theological Professor, died at Pittsburg, Pa.

April 6.—John W. Edmonds, ex-Judge of the Supreme Court and author of several works on Spiritualism, died in New York, aged 75.

April 16.—Rev. Thomas Carlton, D.D., of the Methodist Book Concern, died at Elizabeth, New Jersey.

April 16.—Josiah Warren, author of works on Social Science, died at Charlestown, Mass., aged 64 years.

April 23.—Rev. Henry Slicer, D.D., died in Baltimore, aged 73 years.

April 27.—Rev. John McLeod, D.D., died in New York, aged 68 years.

May 18.—Rev. Thomas DeWitt, D.D., died in New York, aged 83 years.

May 23.—Professor Joseph D. Haven, D.D., of Chicago University, died there.

June 10.—John Carter Brown, senior member of the firm of Brown & Ives, died in Providence, Rhode Island, aged 77 years. Mr. Brown was always a great friend of education, contributed generously from his great wealth to Brown University, and was a liberal patron of art and literature.

June 18.—Professor Benjamin Staton, for nine years Professor of Latin in Union College, and Principal of the "Union Classical Institute" at Schenectady, died there, aged 58 years. He was born at West Lebanon, Maine, and graduated from Bowdoin College.

June 29.—Dr. James McMaughton, President of the Albany Medical College, and the oldest member of his profession in that city, died suddenly in Paris, France, aged 77 years.

July 18.—Hon. Samuel Williston, who began life on the lowest round, was married in a coat which he had worn two years, accumulated a vast fortune, and founded the village of East Hampton, Mass., died there, aged 79 years. During his lifetime he contributed munificent sums to educational purposes. Among his gifts were \$350,000 to Williston Seminary, which he established, and \$150,000 in all to Amherst College.

July 18.—Rev. Dr. W. H. Goodrich, for many years an instructor in Yale College and elsewhere, and one of the foremost preachers in the West at the time of his death, died in Lausanne, Switzerland, whither he had gone for his health.

Aug. 23.—Leonard Hazeltine, the oldest Principal of schools in New York city, died here, aged 71. He had held, among other honorable positions, the Presidency of the State Teachers' Association, and, at the time of his death, he was President of the Teachers' Life Assurance Society.

FOREIGN EDUCATORS DECEASED IN 1873-4.

Jan. 1.—Theodore Wilhelm Kraut, Professor of Old German Law in University of Göttingen from 1828 to 1873, and author, died at Göttingen, aged 73 years.

Jan. 8.—Jan Conrad Hacke Mijnden, Ph.D., Professor of Italian Literature at Amsterdam, and Dantophilist, died at Amsterdam.

Jan. 10.—Francisco Dall 'Ongaro, Professor of Ancient and Modern Dramatic Literature at Florence from 1860 to 1873, died at Naples, aged 65 years.

Jan. 25.—Viscount Olivier Charles Camille Emmanuel de Rouge, Professor of Archaeology in the College of France from 1856 to 1873, and author, died in Paris, aged 62 years.

Jan. 28.—Rev. Adam Sedgwick, F.R.S., F.G.S., LL.D., Woodwardian Professor of Geology in Cambridge University from 1818 to 1873, and author, died in Norwich, England, aged 89 years.

Feb. 10.—Very Rev. George Hull Bowers, D.D., Dean of Manchester, founder of Marlborough, Rossall, and Haileybury Colleges, and Select Preacher to the University of Cambridge, died in Manchester, aged 79 years.

Feb. 17.—Rev. Charles Atmore Ogilvie, D.D., Regius Professor of Pastoral Theology at Oxford University, and author, died in Oxford, aged 80 years.

Feb. 23.—Rev. Thomas Barclay, D.D., Principal of Glasgow University for many years, died in Glasgow, aged 81 years.

Feb. 24.—Rev. Thomas Guthrie, D.D., founder of the Edinburgh Ragged Schools, author, and pulpit orator, died at St. Leonards-on-Sea, aged 70 years.

Feb. 24.—Heinrich Kurtz, Ph.D., Professor of German Language and Literature at St. Gall, Switzerland, from 1834 to 1839, and of the same at Aarau, Switzerland, from 1839 to 1873, died at Aarau, aged 68 years.

March 15.—Rev. Henry Wall, M.A., Professor of Logic in the University of Oxford from 1849 to 1873, died in Oxford, aged 68 years.

March 27.—Amedee Simon Dominique Thierry, Professor of History in the College of Besançon from 1828 to 1829, and author, died in Paris, aged 72 years.

April 12.—Saint Marc Girardin, a French publicist, Professor in the College of Louis the Great, 1827–1830; Professor of History in the Faculty of Letters, 1830–1834; Professor of French Poetry in the Sorbonne, from 1834 to 1863; died in Paris, aged 72 years.

April 18.—Baron Justus Liebig, Ph.D., LL.D., J.U.D., Professor of Chemistry in the University of Giessen from 1824 to 1852, and in the University of Munich from 1852 to 1873, and author, died in Munich, aged 70 years.

May 13.—Rev. Thomas Robinson, D.D., Master of the Temple from 1845 to 1869, Lord Almoner's Professor of Arabic at Cambridge for many years, died in Rochester, England, aged 83 years.

June 14.—Friedrich Ludwig Georg von Raumer, Ph.D., J.U.D., a German historian and author, Professor of History in the University of Breslau, 1811–1816; Professor of History and Political Economy, 1816–1853, and Emeritus Professor, 1853–1873, died in Berlin, aged 92 years.

June 21.—Tyler Smith, M.D., an English physician, author, and medical professor for many years, died in Richmond, England.

June 21.—M. Lavalle, a French educator, and author of several educational works, the founder of the *Ecole Centrale* of France, died in Paris.

July 8.—Rev. John Wilson, D.D., F.S.A., for many years President of Trinity College, Oxford, died in Oxford, aged 83 years.

July 19.—Victor Euphemion Philarete Chasles, a French author, Professor of the Languages and Literature of Modern Europe in the College of France from 1841 to 1873, died in Venice, aged 75 years.

July 23.—Gustav Rose, Ph.D., Professor of Mineralogy in the University of Berlin from 1839 to 1873, and author, died in Berlin, aged 75 years.

Sept. 15.—Professor Josef Czermak, Ph.D., proprietor of, and lecturer in, the Physiological Institute at Leipsic, inventor of the Laryngoscope, and author, died in Leipsic.

Sept. 19.—Professor Donati, an Italian astronomer and Professor at Florence, the discoverer of the Comet known as Donati's in 1858, died in Florence.

Sept. 20.—Auguste Nelaton, M.D., an eminent French surgeon and professor in the Surgical Clinic, died in Paris, aged 66 years.

Sept. 20.—Jean Jacques Marie Cyprien Victor Coste, Professor of Embryogeny in the College of France from 1835 to 1873, died in Paris, aged 66 years.

Oct. 19.—Rev. Robert Smith Candlish, D.D., Professor of Theology in New College, Edinburgh, 1847–1848; Principal of New College, 1862–1873, died in Edinburgh, aged 67 years.

Oct. 24.—F. Crace Calvert, M.D., Ph.D., Professor of Chemistry in Manchester Royal Institute, 1846–1873, died at Manchester, aged 59 years.

Nov. 3.—Rev. Temple Chevallier, D.D., Professor of Mathematics, Astronomy, and Hebrew in Durham University from 1835 and 1842 to 1872, died in Durham, aged 79 years.

Nov. 8.—Auguste Demetz, the founder and father of the Reformatory Colony at Mettray, near Tours, France, died at Mettray, aged 77 years.

Nov. 22.—Rev. Cesar Pronier, Professor of Theology in the Evangelical Seminary at Geneva, lost on the *Ville du Havre*, aged 42 years.

Nov. 28.—Auguste DeLarive, M.D., Professor of Physical Science in the Academy of Geneva from 1822 to 1873, died in Geneva, aged 72 years.

Dec. —.—Karl Friedrich Naumann, Ph.D., a German mineralogist, from 1826 to 1842, Professor of Crystallography in the Academy of Mines at Freiberg, and from 1842 till 1873, Professor of Mineralogy and Geography in the University of Leipsic, died in Leipsic, aged 76 years.

1874.

Jan. 25.—Adam Black, the eminent publisher, died at Edinburgh, aged 90.

Jan. 26.—Intelligence received of the death of David Livingstone, in Eastern Africa, aged 57.

Feb. 9.—David Frederick Strauss, the German theologian, and professor, died at Berlin, aged 65.

Feb. 9.—Herman Merivale, C.B., formerly Professor of Political Economy, died at London.

Feb. 12.—John Prince Smith, the political economist, died in Princeton.

Feb. 23.—Charles Shirley Brooks, died in London, aged 59 years.

Feb. 24.—Thomas Binney, D.D., LL.D., an eminent theological writer, died in London, aged 75.

Feb. 28.—Cornelis de Witt, daughter of M. Guizot, and a distinguished story-writer, died at Cannes, France.

March 4.—Dr. Forbes Winslow, the medical writer, died at London, aged 64 years.

March 11.—Jean Cruveilhier, the anatomist and medical writer, died at Paris, aged 83 years.

March 18.—Johann Heinrich Maedler, the German astronomer, died at Berlin, aged 80 years.

April 5.—Charles E. Beule, the distinguished classical scholar and Member of the Assembly, died at Paris, aged 48 years.

April 12.—Albert May, the archæologist, died in London, aged 69 years.

April 24. Professor John Phillips, one of the leading geologists of Great Britain, died, aged 74 years.

April 29.—M. Sarraus, the French author, died, aged 84 years.

April 29.—John Bunyan Derbyshire, the English poet, died, aged 82 years.

May 9.—Mowbray Morris, so long connected with the *London Times*, died in London, aged 55 years.

May 16.—Gabriel C. Gleyre, the French painter, died at Paris, aged 64 years.

June 16.—Sir Charles Fox, the English engineer, died in London, aged 64 years.

June 20.—Rev. J. M. Bellew, the elocutionist, died in London, aged 48 years.

July 17.—David Caughey, the celebrated Infant-School teacher, of Scotland, died at Glasgow, after forty-seven years of active labor.

Aug. —.—Charles Tilstone Beke, the author, geographer, and African explorer, died, aged 74 years.

NOTE.—We purpose giving in the next volume of the ANNUAL a much fuller list of those interested in education who have died during the year. To this end we solicit information on the subject. Please forward us for the next ANNUAL, the names and brief sketches of any teachers within your acquaintance who may be removed by death between now and July, 1875.

A LIST OF AMERICAN SCHOOL BOOKS

PUBLISHED DURING THE YEAR 1874.

Algebra.

Brooks' Normal Elementary, \$1 25, Key	\$1 25
Dalton's Rules and Examples in Algebra	1 00
Hagar's Elementary, and Key, each	1 25
Oliny's University, and Key, each	1 25
Shoup's Elements	1 50
Venable's Higher	

Anatomy, Physiology, Hygiene, etc.

Cleland's Animal Physiology	1 50
Cutter's Anatomy, Physiology, and Hygiene, new, second	1 50
Osteology of the Mammalia	2 00
Ford's Questions in Anatomy	1 00
Hartshorne's Anatomy and Physiology	1 75
Hinton's Physiology, for practical use	2 25
Holtz's First Lessons in Physiology	1 00
Husband's Examination Questions in Anatomy	1 25
Lawson's Popular Physiology	1 00
Martindale's Anatomy, Physiology, and Hygiene	1 30
Mivart's Elementary Anatomy	2 00

Arithmetic.

Appleton's (Quackenbos') Higher	
Dean's High School	
French's Key to Elementary	0 50
" " Common Schools	1 00
" Academic	
Hager's Key to Elementary	1 00
MacVicar's Handbook of Arithmetic	1 50
" Arithmetic Charts	5 00
" Test Example Cards	2 00
Peck's First Lessons	0 40
" Manual	0 60
" Complete	1 00
Reffelt's Earliest Lessons in Arithmetic, No. 7	0 25
Reffelt's Key to Third Book	0 30
" Fourth Book, and Key, each	0 75
Thompson's New Rudiments	0 50
" Key to New Practical	1 00

Astronomy and Meteorology.

Cheyne's Elementary Treatise on the Planetary Theory	
Cheyne's Earth's Motion of Rotation	
Clarke's Astronomical Lantern	6 00
Fay's New System of Astronomy	
Maury's Practical Astronomy	
First Book in Philosophy and Astronomy	1 00
Olmsted's Astronomy, by Snell; new edition, with additions	2 25
Proctor's Universe and Coming Transits	6 00
" The Moon	.5 00
" Expanse of Heaven	2 00
Searle's Outlines of Astronomy	2 00
Winchell's Geology of the Stars	0 25

Book-keeping.

Kinsey's Normal Book-keeping Blanks	0 60
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Botany.

Balfour's Vegetable Anatomy and Physiology, Elementary	\$0 75
Balfour's Vegetable Anatomy, advanced	1 50
Gray's How Plants Behave	0 75
Holbrook's Plant Record	0 60
Hooker's Child's Book of Plants	0 90
Le Maout and De Caisne's System of Botany	0 25
Le Maout's Flower Object Lessons	0 75
Willis's Catalogue Plantarum	1 00
Young's Familiar Lessons in Botany	2 00

Chemistry.

Bairf's Elementary Chemistry	0 75
Bellestein's Analytical Chemistry	1 75
Bloxam's Laboratory Teaching	2 25
Cooke's New Chemistry	2 00
Cooley's Hand-Book of Experiments	
De Koninck & Dietz's Chemical Analysis	2 50
Dewar's Organic Chemistry	1 50
Gray's Chemistry	
Hinrich's Principles of Chemistry	2 50
" Qualitative Chemical Analysis	
Thorpe's Quantitative Chemical Analysis	1 75

Composition and Rhetoric.

Bigsby's Manual of English Composition	
Drew's How to Write, etc.	0 60
First Step in English Composition	0 25
Frost's Letter Writer	1 50
Holmes' Manual of English Composition	
Siglar's Combined Exercises in Spelling, etc.	1 00
Swinton's School Composition	0 50

Drawing and Painting.

Bouvier's Hand-Book of Oil Painting	2 00
Doggett's Blanc's Grammar of Painting and Engraving	6 00
Dresser's Decorative Design	3 75
Frost's Curve Tracing	6 00
Krusi's Inventive Drawing—Synthetic, Analytic, and Perspective	
Patterson's Map Drawing and Scale	0 20
Pellegrin's Linear Perspective	1 00
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Thompson's Eclectic Drawing-Books	
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Warren's Problems of Orthographic Projection	
Willson's Industrial Books, 4 Nos., each	0 40

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Including Speakers, School, and Exhibition Dialogues, Selections for Recitation, etc.	
Baker's Reading Club Series, No. 1	0 50
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Lyon's American Elocutionist	1 65		
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Model Dialogues	1 50	Bigby's Elements of English Language	0 50
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		Hadley's Lessons in Language	0 60
		Hart's Language Lessons for Beginners	0 30
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		Sigler's Exercises in Spelling, Analysis, etc	
		Swinton's Progressive English Grammar	0 75
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		Greek.	
		Buttmann's Grammar of New Testament Greek	3 50
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		Kendrick's Notes and Vocabulary only	1 25
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		Driver's Tenses in Hebrew	3 25
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		Hunt's History of Italy	1 00
		Kitchen's History of France	5 00
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		Macartin's Scotland	1 00
		Mylin's England	1 25
		Pennell's Ancient Greece	1 00
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		Arnold's Manual of English Literature	2 50
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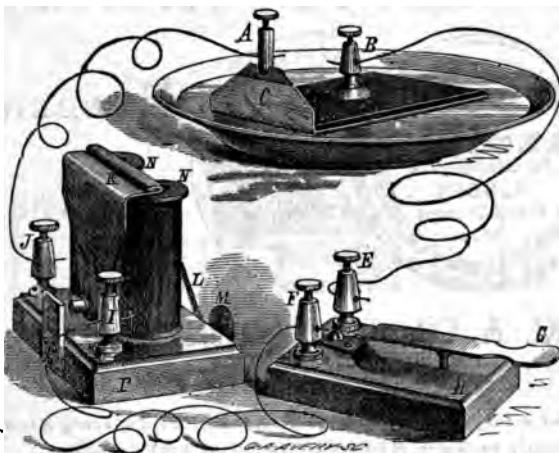
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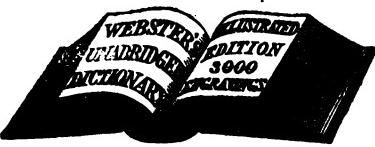
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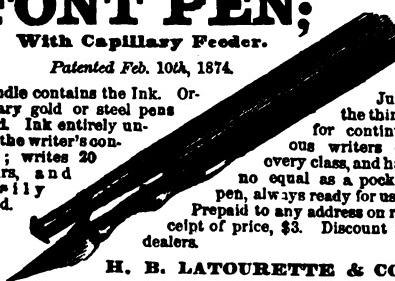
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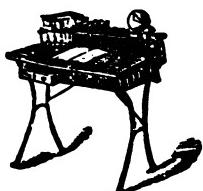
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